

Lincoln's Education - General

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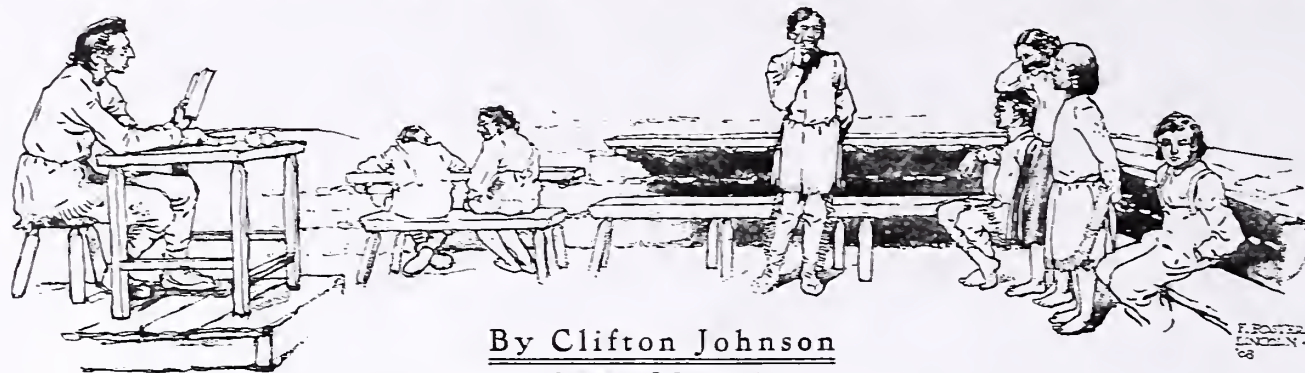
Abraham Lincoln and Education

Lincoln's Education— General

Excerpts from newspapers and other
sources

From the files of the
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Schools in the Days of Lincoln



By Clifton Johnson

Drawings by F. Foster Lincoln

LINCOLN'S first teacher was a young man named Zachariah Riney. We know little about him except his name; but it is safe to say that his attainments were extremely crude. This could scarcely have been otherwise; for Kentucky, where Lincoln lived until he had reached the age of seven, was then on the frontiers of civilization amid the half-subdued wilderness. Culture of any sort was a rarity, and the learning of the average pedagogue was of a very ordinary character. For the sake of economy, it was customary to have the teacher "board around"; and Zachariah Riney stayed by turns in the homes of those who sent children to school, stopping with each household a longer or a shorter time, according to the number of pupils that were sent.

Often the log huts in which he made his temporary home were more open to the inclemencies of the weather than the pigpens of a careful farmer of to-day. One early schoolmaster speaks of staying at a house consisting of a single room sixteen feet square and tenanted by a man and wife, ten children, three dogs and two cats. Some families lived in hovels so cold in the winter that they had to sleep with their shoes in the bed to keep them from freezing too stiff to be put on. The children grew inured to the hardships of their life; but nearly everyone suffered from malarial and rheumatic complaints, and a vigorous and painless old age was rare.

Childhood pleasures must have been few. One can fancy, however, little Abe, and his sister, who was two years older, roaming in the woods, hunting for berries in summer and for nuts in autumn, and watching the birds that fluttered about and the small animals that pattered across their path and peopled the solitude in the place of human companions. Whenever the two tired of wandering in the borders of the forest, or finished playing their lonesome little games, they returned to the home cabin. This cabin was practically all made with an ax and a saw in the hands of Thomas Lincoln, the future President's father. It had a roof of thin boards split in short sections from straight grained oak and anchored in place by stout poles fastened on crosswise. At one end was a huge chimney made of small logs laid in cob house fashion and thickly daubed inside with clay. Almost no nails or other iron were used in the construction of the cabin. Even the hinges of the single door were of wood, while rawhide thongs were used to hold in place the board shutter which was hung inside at the glassless aperture of the only window.

Log Houses Their Homes

LOG houses similar to this served as homes for nearly everyone in the new country round, though the Lincoln dwelling was rather rougher and stiffer than the average. The school buildings were of logs too, and outwardly were in no wise different from the humbler homes. The cabin in which Lincoln began to attend school probably stood close by one of the rough cart paths that served for roads. There were plenty of stumps in the unenclosed space about, while the tall woods were immediately behind. When the building was not in use, its door was secured by a withe twisted in the handle. The walls were of round logs that had the bark on, and the cracks between were somewhat imperfectly chinked with clay.

If one went inside he found the walls just as bare as they were outside. Overhead, the space was open to the rafters. Glass for windows was a luxury, and, instead, paper was used which had been greased to make it transparent and less easily affected by wet. The floor, if the room had a floor, was of puncheon; that is, it was of logs split in half and laid on the earth and pegged in place with the flat sides up. In case the floor was simply the bare earth, the youngsters would sometimes purposely stir up the dust in clouds to annoy the teacher and amuse their fellows. Sticks were inserted between the logs around the sides of the room at a convenient height, and boards were fastened

on them to serve as desks. The seats were long backless benches, most likely of split logs roughly leveled with an ax and having slanting legs inserted in auger holes. For the master there was a rude table and a stool. Maps and blackboards were lacking, and even books were few.

Many children never went to school at all; and as late as 1848, when there were one hundred and seventy-five thousand children of school age in the State, not more than half of them had enjoyed any school advantages. The school terms were of irregular length, the duration being determined by the time the settlers felt able to board the master and pay his small salary.

Killed by the Indians

KENTUCKY was still almost entirely pioneer country, and only about a score of years before Lincoln's birth his grandfather had been killed by the Indians while busy clearing land for the plow. In the time that had intervened since this melancholy event the savages had ceased to be a menace; but life continued to be extremely primitive. The people subsisted almost exclusively on game and fish, pork and potatoes, and roughly ground cornmeal. Sometimes the Lincolns found their provisions so reduced that potatoes would be the only food on the table; and it was not unusual for mothers to give their children baked potatoes to carry in their hands to school for a lunch.

A coonskin cap was the ordinary masculine head covering, and garments in general, for both males



Grew Inured to the Hardships of Their Life.

and females, were mostly either of linen spun by the women, or of tanned deer skin that the people themselves prepared. The deer skin garment was uncomfortable to the last degree when the wearer was caught in a shower; and to have on wet moccasins was a "decent way of going barefoot." Not till Lincoln grew to manhood did apparel of wool and tow become common on the frontier.

It has been recalled of Lincoln by a former Kentucky schoolmate that he was an unusually intelligent boy, and that he studied hard and made good progress in his lessons. After school he used to cut sparrow-bushes, hack them up on a log; and then when it grew dark he would put a few twigs at a time on the fire, and by the bright light that

resulted was enabled to spend the evening studying. His attendance at the local schools was very short, and he probably learned little in them beyond his alphabet. Quite likely his mother aided him more than did his teachers. She could both read and write, accomplishments that few of the frontier women then possessed, and she taught her husband, who had no education whatever, to form the letters of his name. From her the two children also received some rudimentary instruction, and she imparted to them all she knew of Bible lore, fairy tales, and country legends.

The father was an easygoing man, entirely without ambition. He did not prosper in Kentucky, and presently concluded that he could improve his fortunes by moving to Indiana. So thither the family journeyed, and settled in a rich, fertile forest country. With the help of his wife and children, Thomas Lincoln built a temporary shelter known as a "half-faced camp." This was simply a shed of poles which defended the inmates from the weather on three sides, but was open in front. For cooking purposes, and to warm the camp in cold weather, a fire was made before the open side. In this wretched shack the Lincolns lived an entire year while the father was clearing a patch of ground and planting corn and building a cabin.

They moved into the cabin while it was still incomplete, and so much better was it than the camp that the pioneer seemed to think there was no haste about doing more on it; and month after month it remained just as it was, without doors, windows, or floors. The furnishings were much the same as those of most homes in the new regions. There were several three-legged stools; a bedstead, made of poles stuck between the logs in a corner, and with the angle that projected into the room supported by a crocheted stick driven into the ground; a table roughly shaped by hewing a huge log and inserting four stout legs; and there was a pot, a kettle, a skillet, and a few tin and pewter dishes. The boy Abraham climbed at night to a bed of leaves in the loft, to which he ascended by a ladder of wooden pegs driven into the log walls. For bed covers they used mostly skins, and it was skins that served to close the floor and window openings.

Carried Guns All the Time

THE region was almost in a state of nature, with many bears and other wild creatures in the woods, and the men, in order not to miss the chance to secure such game as they saw, all carried their guns whenever they had to pass through the woods, even though they might only be going to a neighbor's on an errand. For a like purpose they carried their guns when they went to church. If the game thus secured incidentally was not sufficient to supply the family larder, Thomas Lincoln would go into one of the forest glades near his cabin, and by lying in wait for an hour or two shoot a deer. That would give the household meat for at least a week, and the skin could be used for breeches and moccasins.

Lincoln's mother died after they had been in Indiana two years, and a twelvemonth later his father brought home for a second wife a widow with three children. She was a person of energy, and her coming resulted in getting the house finished and more comfort in its appointments. She also exerted her influence to have the children take advantage of such opportunities as were afforded for education. The schools had much the same desultory character and crudity as those in Kentucky, and Lincoln himself has said that "no qualification was ever required of a teacher beyond 'Reading, Writing, and Cypherin' to the Rule of Three." If a straggler supposed to understand Latin happened to sojourn in the neighborhood, he was looked upon as a wizard.

Brute strength on the master's part to control the rough boys in his charge was held to be rather more important than mere learning. But the chief reason for the inferiority of the teachers was that the calling offered no rewards sufficient to attract men of education or capacity. Indeed, it sometimes

seemed as if a master had taken up teaching solely from inability to earn a living in any other way.

"There was absolutely nothing to excite ambition for education," Lincoln has affirmed, but he himself had a thirst for knowledge that was far stronger than the untoward conditions in which he was placed. When he left Kentucky the multiplication table was still a mystery to him, and he could read and write only the simplest words; but after he began to attend school again he made rapid advancement. What he could accomplish during school hours was very far from contenting him, and in his home leisure he read and wrote and ciphered continually. In a short time he had acquired an admirably clear and serviceable handwriting, and was often asked by illiterate neighbors to write their letters for them. When some one with this end in view inquired if he could write, he replied, "Yes, I can make a few rabbit tracks."

He is not reputed to have been quick as a student; but he stood high in the school through his industry and keen interest. Spelling was the study in which he specially shone. One incident has been preserved showing how he ingeniously helped a girl who was about to fail in a word the master had given out. The word was "defied," and two of the children had in turn spelled it wrong. Then it came to this girl. "D-e-f," she began, and after hesitating a moment was about to say "y," when she glanced toward Lincoln. He was watching her with a broad grin on his face, and noting her glance he hastily pointed at his eye. The little girl at once guessed his meaning and spelled the word correctly.

His Boyhood Doggerel

IN common with most school children of his time, the lad had the habit of scribbling on the flyleaves of his textbooks. The following is a bit of doggerel he wrote in one of his books in his fourteenth year:

Abraham Lincoln
his hand and pen,
he will be good but
god knows when

Young Lincoln was never good looking. He was angular and awkward, his face was irregular, and his ears protruding. Nevertheless, he was not without a wholesome attractiveness, and was generally liked by his fellow students, he was so good natured, intelligent, and companionable. Yet his ways were often not their ways. For instance, all his boy comrades were confirmed sportsmen; but he never took any pleasure in hunting. There was a gentleness in his nature that made him shrink from inflicting pain, and stories are told by his boyhood friends of his bursts of righteous wrath when some turtle or other creature was tortured or killed by them. Because he hated and talked against cruelty to animals, they thought him eccentric. Evidently he was of finer clay than his fellows; and his stepmother in her later life used to say of him that he was the best and most obedient boy she ever knew.

There was, however, nothing effeminate about him. He did not lack vigor, and he entered heartily



Writing Letters for the Neighbors.

into the school sports and was quick to defend himself with might and main if abused. It was the frontier habit among both men and boys to settle personal disputes by a round of fist-cuffs and wrestling, perhaps reinforced by teeth and nails. As for wrestling, that was to the frontiersmen what the tournaments were to the knights of old, and trials of strength between rival contestants were frequent. To be a good wrestler was one of the aspirations of every hardy youth, and Lincoln was no exception to the rule. He even won fame in the art, and seldom met his equal. In most other muscular contests also he was very expert, and while he was still in his teens he could outrun, outfight, chop faster, and split more rails than anyone else in the vicinity.

But none of these forms of activity nor all of them put together interested him as did his studies. In the evening he would pile sticks of dry wood into the fireplace to make the fire blaze up brightly and shed a strong light out into the room, and then he would lie down flat on the floor before the hearth with his book in front of him. If he was

studying arithmetic, he would do the sums on the smooth surface of a large, flat bladed, home made wooden shovel that was used about the fireplace and oven. A piece of charcoal served instead of a pencil, and after covering the shovel with examples he whittled and scraped it clean with his jackknife, ready for more ciphering. Paper was expensive, and he could not afford even a slate. Sometimes when the shovel was not at hand he did his figuring on the logs of the house walls and on the doorposts and other woodwork that afforded a surface he could mark on with his charcoal.

Lincoln was never able to go to school regularly, and had less than a year's schooling all together. He was seventeen when he attended his last school. It was four and a half miles from the home cabin, and no doubt the long daily walk back and forth seemed a waste of time to most of his relatives.

The lad was now put to steady work; but he continued to be a student. Anything in the shape of a book was food for him. He would sit in the twilight and read a dictionary as long as he could see, and he frequently went to the home of the town constable to read the Revised Statutes of Indiana, apparently as fascinated as if he was perusing a novel. Whenever he had leisure his first impulse was to use it in acquiring knowledge or in some other form of intellectual activity. He would walk many miles for the chance to argue at debating clubs; and at his home,

when he came in from work for a lunch, he was quite likely to go to the cupboard, get a piece of cornbread, take up a book, and then seat himself with his feet as high as his head to eat and read at the same time.

The Standard Textbooks

ONE of the books he studied at this period was Kirkham's English Grammar, a treatise that was both very dry and very voluminous. We do not know just what books he used in school; but there can be little doubt that one of them was the famous speller compiled by Noah Webster. In those frontier schools no other book was studied so universally, and in some schools it was the only textbook. At the height of its popularity sales were over a million copies a year. The first edition appeared just after the close of the Revolutionary War. By the advice of the president of Yale College, Webster called his speller "The First Part of a Grammatical Institute of the English Language." Strangely enough, it was not killed by this elephantine title, and a score of years passed before the author finally renamed it "The American Spelling Book."

The book as Lincoln knew it had a back of leather and sides of thin oaken boards pasted over with dull blue paper. The print varied from muddy blackness to a faint illegibility. It was a primer and spelling book combined, and the columns of practice words were frequently interrupted by reading matter. This reading as a whole was ponderously sober; but some relief was afforded by a series of eight short fables, each with an illustration. One of the fables in particular made a profound impression, and no child ever forgot it or its picturesque telling. This story was as follows:

An old man found a rascal boy upon one of his trees stealing apples, and desired him to come down; but the young scoundrel told him plainly he would not. "Won't you?" said the old man, then I will fetch you down; so he pulled up some tufts of grass and threw at him; but this only made the youngster laugh.

Well, well, said the old man, if neither words nor grass will do, I must try what virtue there is in stones; so the old man pelted him heartily with stones, which soon made the young chap hasten down from the tree and beg the old man's pardon.

How Lincoln must have enjoyed that narrative! And very likely it exerted an influence to make him the notable storyteller that he became in manhood. Certainly no other American statesman has used this form of humorous tale so effectively to illustrate and enforce the arguments and principles he advocated.



Hunting for Nuts with His Sister.

RED SNOW AND COLORED RAIN

By A. R. Pinci

EVER heard of sulphuric rains? Ever read about the finding of pieces of bleeding bread after a Roman gladiator concluded an entertainment in the Coliseum? Well, neither that sulphur nor that bread is either one or the other. The rain is a sort of pollen, a yellow powder of the finest kind, carried by the wind in great quantities and to great distances. The bleeding bread is a microscopic alga, which for many years has held the interest of scientists.

Another phenomenon is the so-called snow flower. It was in 1760 that Horace Benedict de Saussure, the celebrated geologist who first ascended Mont Blanc, saw from altitudes in the mountains near Savoy snow covered fields of a brilliant red color. Straightway he named it "red snow." Later, this snow was found in the Swiss and Tyrolean Alps, in the Pyrenees, the Carpathian mountains, in the northernmost ridges of the Urals, in the arctic regions of Scandinavia, and also in the Sierra Nevada in this country.

The best observations of this phenomenon were made in 1813 in Greenland. Captain John Ross, after having passed Cape York, perceived the snow covered fields, the valleys, and the clefts in the rocks, all of a brilliant red hue. He was so struck with the scene that he named the coast Crimson Cliffs. Not very many years afterward red snow was seen north of Spitzbergen, in Russian Lapland, and in oriental Siberia.

In the '60's, Professor Karkuss, then president of the Microbiological Society of San Francisco, held a conference on red snow which had fallen recently before in the mountains of Vaigach at about ten thousand feet above the level of the sea. The crest of that chain of mountains seemed to have been covered with a mantle of reddish snow.

After a series of careful investigations, Professor Karkuss, by means of a microscope that magnified twenty-five hundred times, reached the conclusion,

which was concurred in by other botanists, that the cause of that strange coloration was due to the presence of *Sphaerella (Halmatoecoccus) nivalis*, which reproduces itself in the snow with phenomenal rapidity.

The rains of blood are not due to vegetable causes, but to animal causes,—butterflies. They belong to a group named *Panacea*, covering many species, all well known for their beautiful, clear colors. When they leave their chrysalides, a reddish liquid falls out. It happens that many thousands of butterflies pass that stage of growth at the same time; hence the presence of the "rain of blood." These rains, moreover, have had terrible effects where they occurred in remote regions, inhabited by ignorant and superstitious people.

In July, 1658, one of these phenomena occurred in the suburbs of Aix and covered the surrounding country for about a mile. A number of persons, either mistaken or desirous of preying upon the credulity of the people, at once declared the "rain" to have been due to infernal powers. A scientist of that period, named Plinex, demonstrated that the alleged drops of blood were nothing but the liquid deposited by butterflies. Nevertheless, the populace remained afraid of the phenomenon.

Plinex attributed to this same cause the rains mentioned by historians, which always occurred about the same months during regular periods. Such a rain fell in the reign of Childeric I at Paris and at Sens, in the Oise. An identical one was noted about the end of June during the reign of Robert II.

The lake of Morat presented on several occasions, but especially in 1595, a singular phenomenon. Its waters became suddenly red. The superstitious declared it to be the blood of the soldiers who had fought along its shores June 22, 1446, but the true cause was the presence of an aquatic growth peculiar to that region, known as the *Oxillaria Rubrescens*.



He Ciphered on the Wooden Shovel.

ABRAHAM LINCOLN

SUBJECT OF A MOST INTERESTING LECTURE.
"THE REPUBLICAN"

CEDAR RAPIDS, IOWA
AT HIGH SCHOOL BY THE REV.
JOSEPH NEWTON.

2 13 1905

Little Boys From the Primary Rooms
at Jackson School Gained Much
Applause for Flag Song—
High School Boys' Glee
Club Sing Two Fine
Numbers.

Yesterday morning at 9:45, in the auditorium of Washington high school, was held the first Lincoln program of the day. The large room was packed with the students of the high school and their friends who were interested in this, one of the best assemblies that has ever been held in the auditorium. The program took the place of the regular Friday morning assembly.

Flag Song and Drill.

The first number was a flag song and drill by the little boys of the primary grades at the Jackson school under the direction of Miss McCartney. The song and drill went off in a manner which completely carried away the large audience which witnessed and heard it, so much so that, at its conclusion, the room rang with the loud and hearty round of applause with which the little fellows were greeted. On account of the fact that they had not prepared for an encore, they did not respond to the delighted hand clapping of their enthusiastic hearers.

Boys' Glee Club.

Following the flag drill the Boys' Glee club of the high school sang a very fine number and were forced to respond. The encore was a sort of song medley, which included almost all of the favorite songs of this nation, and the boys sang them in a manner which thoroughly demonstrated that they were full-blooded Americans.

At the conclusion of the number by the Glee club, Miss Abbott introduced the speaker of the morning, the Rev. Joseph E. Newton, of the Universalist church. The subject of Mr. Newton's address was the "Education of Abraham Lincoln." The lecture was an historical one and was given in such a way as to immediately gain the interest of the youngest listener present. Mr. Newton said in part:

This day is a great one in the calendar of our country, the celebration of the hundredth anniversary of the birth of Abraham Lincoln. It will be observed in every part of this nation, as much in the south as in the north. I do not think it is necessary to tell again the story of the whole life history of the great Abraham Lincoln. That story should be universally known as the present day, but I will relate briefly the story of Lincoln's life in so far as his education is concerned.

While many people think of Lincoln as a martyr, and in one sense of the word he is a martyr, I do not believe that if he, Lincoln, were to live again today, he would call himself a martyr. Lincoln did not wish to be called a martyr. In all his career at the head of this great nation he never thought of himself as a possible martyr. He considered himself simply as a man who had been invested with the power and opportunity to serve his country and race in a time of great need. His was the power to smile in the midst of adversity and strife. His was the power to face every issue of life in a manner that was calm and thoughtful in every phase.

Lincoln's Inheritance.

Then are we to think of Lincoln as coming from the poor white trash which infested the southland, as was sometimes said of him by his enemies? No! Lincoln came from two strains of blood that were as full and rich as any blood that ever flowed through the veins of man. True it is that Lincoln was born in the midst of extreme poverty, but the two best friends that a boy ever had are his poverty and his mother. If there is anything in him at all, the fiber of his being, his soul, and his character will be brought out and emphasized.

Lincoln as a Scholar.

Lincoln had wrapped up within him the instinct and soul of a born scholar. He was a lover of books and all scholars are lovers of books. The first book which Lincoln ever owned was a book on the life of that first great president of these United States, George Washington. The book was one he had borrowed from a neighbor, brother Bluenose. He read it at every spare moment. We might all be readers of the world's famous books, but we never read as did Lincoln. It was during the tag ends, the odd hours, and the heel cups of time that Lincoln read, the hours and times which we waste as being of no account to ourselves. At meal-time Lincoln would go to his cupboard and take out a piece of corn bread that was hard enough to knock down a mule, get a little water, and go out under the shade of a tree and read and eat at the same time. He never wasted a moment. He thought a good book cheap at any price. The way in which he came to own the book which he borrowed from his neighbor was, as has many times been related, as follows: He read the book at every opportunity. One night he had been reading it in bed before going to sleep. When he finally gave up trying to read when he should have been sleeping, he laid the book between the cracks in the wall of the log cabin in which he lived. That night there was a bad snow storm and the book was ruined by the snow drifting in through the cracks upon it.

Lincoln took it to Mr. Bluenose the next day and asked him how much it would take to pay for it, and was greatly surprised at the answer which he received. Mr. Bluenose told him that if he would come over to his farm and husk corn for him for three days he might have the book for himself. Lincoln wondered at the cheapness of the price which he was paying for the book.

What He Read.
Lincoln's father thought that he read too much. One time he, Lincoln's father, knocked him off the fence upon which he was sitting and reading when his father thought he should have been working. But the mother of Lincoln, who was his dearest and closest friend throughout her life, influenced his father, as mothers most always do, and Lincoln was generally allowed to read a great deal.

He read the famous Bunyan's Pilgrims Progress and gained much from it. He read the life of Washington and was so inspired that he attempted to draw a picture of Washington as the great man that he was, before the public. But alas, the picture which Lincoln produced was far from being a true picture of the immortal Washington. It was as if Lincoln had taken the face so full of nervous fire and energy and had ironed out all the human wrinkles and produced the immovable and unexpressive countenance of a sphinx.

He did not have the chance to read many books of poetry. He refused to read the biography of Edmund Burke. He thought that a biography such as this was simply that might last forever in exactly the same form and outline as when it began. To him a biographical history such as this one was just a story which might be just the same in the history of every man's life. All that would be necessary would be to change the dates and places and the biography could be used to describe the scenes and life in another man's career.

Lincoln was a persevering reader of the bible. He made of it a companion for himself, and he knew it as few lads have ever known it. He loved Burns and Shakespeare, although he had been lucky enough to read only four or five of Shakespeare's plays. Late in life, as the president in fact, he witnessed Mr. Haekett in Shakespeare's play, "Richard the III," and after seeing the play, he wrote a personal letter to Mr. Haekett thanking him for the interpretation which he gave the play. In this letter we find all which we know that Lincoln knew of Shakespeare.

King Lear was the greatest Shakespearean play but personally Lincoln was more fond of Macbeth. He did not like the soliloquy of Hamlet. The moods and life in Hamlet did not agree with Lincoln's cast of mind. Lincoln loved parts of Byron, but in all his life he only saw a few bits of the writings of this man. If he had seen more of them and had had the chance to see some of the subtle poison and the vicious philosophy of Byron I believe it would have repelled him. Lincoln also loved and read the works of Oliver Wendell Holmes.

The books which Lincoln read were comparatively few but it was far better that he should read those books in the manner in which he did, thoughtfully and quietly, and in a way which seemed to make the book which he was reading a part of himself, than to have read a countless number of books in the manner in which so many of us do, skipping and skimming through them in a manner which makes them of absolutely no benefit either to ourselves or any one else. It was this quality of assimilation in Lincoln in all his reading which helped to make him the great man that he was.

Lincoln As The Neighborhood Scribbler.

The first letter that Lincoln ever wrote was to an old preacher down in Kentucky in which he asked that person to make a journey of 100 miles in order that he might preach a memorial sermon over the grave of his mother. When the neighbors heard that Lincoln could write they asked him if it was so and he replied that he could make a few "rabbit tracks." From that time on he was the general "rabbit track" maker for the entire community.

From the fact that paper was very scarce and that he was compelled to use a quill from the wing of a buzzard for a pen, Lincoln learned that great secret of his writing, that of never using an unnecessary word, and whenever the choice of using either a long or a short word was presented, of using the short one. Although Lincoln never knew or realized the fact, he was a master of style. He came to this result by his ability in the erasure of adjectives in his writings. I think that a law should be passed or a society formed which should be for the purpose of the prevention of cruelty to adjectives.

Webster was said to have been great because of the words which he obliterated or erased from his speeches. That is, it was the things which he did not say which made his speeches of such marvelous literary value. It was exactly the same with Lincoln. It was his principle to say what was in his mind and his alone, and then stop, and to make what he did say as brief and as clear as was possible and let it go that way. He knew there was just one perfect way to say a thing and that there was always an inevitable word which would aid in the perfect way of saying what he wished to say. He would write the parts of a speech or letter over and over again until it was as clear as the sunlight and perfect in its simplicity and then he would be satisfied with his work.

Methods of Learning.

That was the day when people talked much about the political affairs of the nation. There were few newspapers but Lincoln was a great reader of the few that there were. He was especially a lover of the New England Journal of which George D. Prentiss was the editor. At this time people had time to think about and weigh public men and officials and many debating clubs were in prominence. Debates at that time were far different from what they are now. At one debate the club would select the subject for the next debate. Then each member would prepare himself on that question. No one knew whether or not he would be called upon, or if called upon, which side he would be asked to debate on. Consequently it was necessary for a member of the club to prepare himself on each side of the question, up one side and down the other. One cannot imagine a better scheme for the development of the public address.

Lincoln has told us that altogether his education did not include more than a year inside of school building, but nevertheless his education went on from his earliest boyhood to his last day upon earth. His was the kind of education that never went beyond his intellect and did not make him afraid of life, or make him quake in the presence of a criminal or a foe. He learned not of life but from life.

Lincoln's Training for President.

The speeches of Lincoln were at first invested with much of the liter-

ary flub-dub and unnecessary detail, but all the time he was slowly finding himself and coming into his own. Lincoln belonged to the famous "Long Nine" club which was composed of nine tall thin men of the legislature who always stood and voted together on every question.

It takes a good politician to be president. A man who does not know all the arts, devices, and plans which are used in political strife is as a child when it comes to being the head of a nation. Lincoln knew all this and more. He was an expert politician who knew men and what they would do under all the different conditions to which they were subjected. He knew the seamy side of human nature and it was his faith in his God. In man, and in his country, which was a great if not the greatest factor in his accomplishing what he did.

Influence of Women Upon Him.

One of the greatest things in the universe is the influence of woman over man and the influence of man over woman. Lincoln knew and was not afraid of men, but he never knew and was always afraid of women. The only woman whom he ever truly loved was in her grave, Ann Rutledge. Mary Owens he proposed to and was rejected. This rejection of his proposal to Mary Owens was the cause of his doing one of the very few things which he did that he should not have done, the writing of the letter in which he gave his opinion of Mary Owens, caused by her refusal, to Mrs. O. Browning. In it he said that Mary Owens was as fat as Falstaff, was scraggly toothed, and weather beaten generally, and last but not least, she was thirty-seven years of age. These things which Lincoln wrote in his spirit of defeat at the hands of Miss Owens were not true. Mary Owens was not fat, she was not scraggly-toothed, and she was not thirty-seven years old.

Then when Lincoln had proposed, been accepted and was to have been married on a certain day to Mary Todd, he did not appear. The bride, minister, guests and all were in waiting and Lincoln was out wandering around afraid to get married on account of his fear of women.

He was never profoundly in love with Mary Todd or he would never have reasoned so much on marrying her. He was always afraid that their married life would be an unpleasant one. A man does not reason when he is seriously in love, he just loves.

Lincoln's Style of Dress.

Socrates was a man who was poor in his appearance. He was short and fat, bald-headed and generally without a hat, hardly ever wore a coat, and scarcely ever took a bath. Lincoln was clean enough but he was very careless in dress and style. His favorite pastime was to lie flat on his stomach on the hall floor, with no collar on and his shirt thrown open at the throat and read. Callers frequently found him in this attitude.

One Sunday Mrs. Lincoln desired to attend church and Lincoln did not, so his wife went and left him to care for their little boy. Lincoln was intent on something which he was reading and did not notice that the boy had left the room. After a while, however, he noticed the lack of noise about the place and looking up saw that the baby was gone. Knowing that

Lincoln wanted to follow his mother to the church, he surmised that that was where it had gone now, so he set out after it. He was bare-footed, had no coat, and his collar as usual was absent with his shirt open at the throat, and his long coarse hair was sticking straight out in every direction. He did not catch the little one until it had reached the church step. Then just as he picked it up the congregation was dismissed and the first people to come out of the church were his wife and several of her lady friends. It can easily be imagined that his wife was angry and let him know it when she reached her home.

His Manner.

There is no single record in existence or ever was there one which told of Lincoln ever speaking or delivering a sharp or unkind word. Lincoln knew when he was made president that his was one of the greatest tasks that had ever been set forth for a man to accomplish and yet he was calm and serene through it all.

His trip to New Orleans told him what slavery was, and also told him that a righteous government could never thrive with slavery in its midst.

The battles at Gettysburg, Shiloh, and Antietam, were all fought out in the Lincoln-Douglas debates.

His Sense of Humor.

Abraham Lincoln's sense of humor was the saving grace of his life. His stories were always so apt, and yet it is said that he only manufactured two stories of his own. All the rest he accumulated. He was not a manufacturer of stories, he was a retailer.

Take the story when Lincoln was waiting and hoping that war would not come when he knew that it was inevitable, and he heard that Fort Sumpter had been fired upon. The news when it was brought to him simply reminded him of a story of when he knew a man out in Illinois.

This man had been out in the country some where afoot and on his return home was taking a short cut through a field. A hull espied him and took after him. A tree was handy but not handy that the man would have time to go up it, so he ran around. The bull followed him and the two kept running around and around the tree until the man finally caught up with the bull and took hold of its tail and hung on. Then the bull became disgusted and gave up the chase; going off across the field, and the man said "Dern ye! ye started this fuss anyway."

Again when Lincoln was given the news that the capture of Jefferson Davis was about to be made he was reminded of another story that happened out in Illinois. An Irishman had signed the Protestant pledge and had kept it for several days. He was becoming pretty thirsty. When he had signed the pledge he always took the opposite side of the street from that on which was the tavern. Then he began walking down the center of the road and finally he would walk down the same side of the street that the tavern was located upon.

Then one day in a fit of absolute forgetfulness, he went into the tavern and asked for some lemonade. Looking over the bar he said, "Now, if unbeknownst to yourself you could pour in a few drops of brandy I'd be very much obliged."

Lincoln that if "Unbeknownst to himself the northern generals could allow Jeff. Davis to escape he'd be much obliged."

The Everlasting Memory of Lincoln.

It was said that for 300 years after the battle of Thermopylae the boys and girls of Greece were compelled to remember and be able to repeat the names of the heroes who died there. Not only should the children of this

country remember the name of Lincoln for 300 years, but that name should live forever in the minds and hearts of the American people.

As fine a soul, as strong, as true, as honest, and as kind, has ever been a citizen of this country or ever will be a citizen of eternity.

The NATIONAL REPUBLICAN

LINCOLN'S GRASP OF AMERICAN HISTORY

James Russell Lowell, in speaking of the college graduate of the years just before the Civil War, said that there were fifty of them fairly read in the classics for one who had a reasonable acquaintance with American history.

Adams, Jefferson, Madison and the younger Adams knew a great deal of the history they had helped to make. Caleb Cushing was well versed in the annals of our legislation. Here one pauses—Daniel Webster can hardly be said to be a learned historian, though whatever he knew of history he could present with a force never to be surpassed. Clay was eloquent, surely he never hoped to be looked on as a man deeply read in our chronicles. Benton's knowledge was portentous. George Bancroft made history the leading object of his life. The average reader cannot think of a statesman between 1840 and 1860 with such a store of historic facts as James G. Blaine, or Sunset Cox, Theodore Roosevelt, or Henry Cabot Lodge could produce. Did one of them bring forth a biography equal to Carl Schurz's life of Henry Clay, or John Bigelow's life of Samuel J. Tilden? Their ability showed as lawyers. Parton spoke as if historical knowledge, even among the best educated men of the country, was at rather a low ebb. John Fiske says that he saw in a bookstore a volume entitled "The Conspiracy of Pontiac," and wondered whether Pontiac was the name of a man or a place. It is hardly probable that John Fiske was worse informed than most of his contemporaries.

2 2 C 1 2 1

Suppose now that one reads for the first time Lincoln's address, delivered on February 27, 1860, at Cooper Institute, New York, and so well known that it is commonly called "The Cooper Institute Speech." In this speech Lincoln argues that the Federal government has the power to prohibit slavery in the territories. No one will call it a learned speech—it has not the sound of the professor of history, but it shows an off-hand readiness that is not to be despised.

Lincoln had talked with older men, he had been in the Illinois legislature and in Congress, he had written editorials, he had practiced in the courts, he had debated with Douglas, and history had become to him what it is to all who truly love it—something to be absorbed every day as one absorbs the morning sunlight. There are men on the ocean who do not assume a mathematical air but who are good navigators. There are men in the country, who do not pose as mathematicians, but who are reliable in their surveys. Lincoln was at home in history even as some men who make no pretense of learning read Latin or Greek, and get the best of it without a lexicon.

A historic vein runs through the first inaugural. In the letter to Erastus Corning and his associates there is one of the strongest historic arguments ever presented by an American statesman. As always, the tone is not that of the modern student who has read deeply, it is more like that of the Greek who got at the root of a question by hearing others talk about it. Had Lincoln been reared in the Orient he might have developed the strange faculty of those persons—that of learning the structure of entire languages by the ear, seemingly with little study, but in reality by searching application.

It has often been said that Lincoln was an unlettered man, and in his sadder moments he may have considered himself so. True, he went to school for less than a year, and he grew up where libraries were few

and far between. But he knew enough mathematics to read text books on military questions, and enough of mechanics to argue patent cases. His knowledge of law was sufficient for his needs, and his citations of history show that it came to his call whenever he had need of it. He had what is far better than mere scholastic learning—a vast fund of common sense, an ability to apply practically what learning he had and an intuitive understanding of men and things which rendered unimportant his lack of a college or even a common school education.

The Education of Lincoln

By William E. Barton

WHEN Abraham Lincoln went to congress in 1848, he found himself confronted with a blank which he was expected to fill out, giving an outline history of his life. Opposite the word "Education" he wrote, "Defective." All his life he was painfully conscious of the defectiveness of his education. If by education we are to understand the completion of any course of study in school or any fixed curriculum in preparation for entrance upon the work of his profession, then Lincoln's education was indeed defective. But the world, as it studies the life of Lincoln, tends more and more to think of him as a man with a fairly good education, and one in some respects almost ideal for the task which he assumed. Let us review, rapidly, the grades of his education, and his several promotions as a scholar.

First were two brief periods of study in Kentucky "blab-schools" where the pupils studied aloud to assure the teacher that they were not wasting their time. His two teachers were Zachariah Riney and Caleb Hezel. Probably his only text-book was a speller, and the first is said to have been Dillworth's; but later he used the Webster "Blueback." The method of instruction in that day was that the pupil should spell through the book several times before he learned to read. His first reading lessons were the short sentences given as exercises under each group of words. A student had to be proficient in spelling separate words before he was allowed to put words together. The single letter was supposed to be the unit of instruction, and the next unit was the word. As the alphabet was first learned from A to Z before any words were constructed, so the spelling-book was spelled through before sentences were constructed. Lincoln became a good speller. His misspelled words in after life were very infrequent.

In Indiana, Lincoln attended school for three brief periods, his teachers being Azel W. Dorsey, Andrew Crawford, and a man named Swaney. There he studied the English reader, and he made some progress with Pike's Arithmetic. There was habitual use of the English Bible as a text book for reading. In his home, he read the Bible, Weems' Life of Washington, Robinson Crusoe, Aesop's Fables, Pilgrim's Progress and an unidentified History of the United States. Later he read Arabian Nights, Weems' Life of Franklin, and the Statutes of Indiana. It was an excellent library. It would be well for almost any American boy to have these books and no others for a full year.

BEGAN TO READ POETRY

In New Salem, he studied Kirkham's Grammar, and he used thereafter remarkably good grammatical forms, though he often split his infinitives and made some minor errors of diction. There he studied surveying and law. There he began to read poetry, and there he read books on religion, some of them adverse to religion as there and then understood. By this time he was twenty-eight years of age and had been admitted to the bar. He removed from New Salem to Springfield, and began the practice of his profession.

We are now to think of his formal schooling as complete. When he said good bye to Mentor Graham, who taught him grammar, and to the friends who helped him to a knowledge of surveying, he may be understood to have graduated. He knew that many men in his profession in Illinois had more of formal education than he possessed. He knew that to a certain extent he was handicapped for lack of more learning. But he decided not to go to school any more. He could write a neat and legible hand. He was master of a good, clear English style. He was able to think logically and to say what he wanted to say either with voice or pen. His education was not so defective as might have been supposed.

It is alleged that in his youth Abraham Lincoln "read every book he could get his hands upon"; that he "borrowed every book within fifty miles." We must allow something for exaggeration, but in his youth, he would appear to have been a diligent reader. He got bravely over it. As Herndon says, "he read less and thought more" than any other man in public life in that day. For the most part, we read too much; and almost every one reads too much trash. The time we waste in useless reading is worse than wasted. We weaken our memory by reading so much that we do not care to remember.

SCHOOL AND AFTER

But Abraham Lincoln's education did not stop with his schooling. He was not even one of those men who looking back are able to say that his education was interrupted by his schooling. He learned in school and he learned after he left school. In school he had no desk, but sat on a puncheon seat, whose four legs were driven through auger-holes and not sawed off where they projected above the surface of the seat; that would have been a needless concession to the flesh. If he wanted to write, he put his bare feet on the puncheon in front of him, and made a desk of his knees. His teachers knew nothing of modern methods and the methods they knew were defective enough, but he learned. "Lickin' and 'L'arnin'" went together in those schools, and Lincoln got both in school and afterward. Nature's method of teaching is a word and a blow, with the blow first.

In February, 1860, Lincoln went to New York and delivered his Cooper Union address. He continued his journey into New England and spoke at New Haven and elsewhere. Rev. J. P. Gulliver talked with him after his address in Norwich, Connecticut, and wrote out the interview as he remembered it. This was widely published in 1865, soon after Lincoln's death, and appears in Brockett's Life of Lincoln, published in that year, as follows:

"I want very much to know, Mr. Lincoln, how you got this unusual power of 'putting things.' It must have been a matter of education. No man has it by nature alone. What has your education been?"

"Well, as to education, the newspapers are correct—I never went to school more than twelve months in my life. But, as you say, this must be a product of culture in *some* form. I have been putting the question you asked me to myself, while you have been talking. I can say this, that among my earliest recol-

lections, I remember how, when a mere child, I used to get irritated when anybody talked to me in a way I could not understand. I don't think I ever got angry at anything else in my life. But that always disturbed my temper, and has ever since. I can remember going to my little bed-room, after hearing the neighbors talk of an evening with my father, and spending no small part of the night walking up and down, and trying to make out the exact meaning of some of their, to me, dark sayings. I could not sleep, though I often tried to, when I got on such a hunt after an idea, until I had caught it, and when I thought I had got it, I was not satisfied until I had repeated it over and over, until I had put it in language plain enough as I thought, for any boy I knew to comprehend. This was a kind of passion with me, and it has since stuck by me, for I am never easy now, when I am handling a thought, till I have bounded it north and bounded it south, and bounded it east and bounded it west. Perhaps that accounts for the characteristic you observe in my speeches, though I put the things together before."

"Mr. Lincoln, I thank you for this. It is the most splendid educational fact I ever happened upon. This is genius, with all its impulsive, inspiring, dominating power over the mind of its possessor, developed by education into talent, with its uniformity, its permanence, and its disciplined strength, always ready, always available, never capricious—the highest possession of the human intellect. But let me ask, did you not have a law education? How did you prepare for your profession?"

"O, yes. I read law, as the phrase is: that is, I became a lawyer's clerk in Springfield, and copied tedious documents, and picked up what I could of law in the intervals of other work. But your question reminds me of a bit of education I had, which I am bound in honesty to mention. In the course of my law-reading, I constantly came upon the word *demonstrate*. I thought, at first, that I understood its meaning, but soon became satisfied that I did not. I said to myself, 'What do I do when I *demonstrate*, more than when I *reason* or *prove*? How does *demonstration* differ from any other proof?' I consulted Webster's dictionary. That told of 'certain proof,' 'proof beyond possibility of doubt'; but I could form no idea of what sort of proof that was. I thought a great many things were proved beyond a possibility of doubt, without recourse to any such extraordinary process of reasoning as I understood demonstration to be. I consulted all the dictionaries and books of reference I could find, but with no better results. You might as well have defined 'blue' to a blind man. At last I said, 'Lincoln, you can never make a lawyer if you do not understand what *demonstrate* means.' And I left my situation in Springfield, went home to my father's house, and stayed there until I could give any propositions in the six books of Euclid at sight. I then found out what 'demonstrate' means, and went back to my law studies."

I could not refrain from saying, in my admiration for such a development of character and genius combined, "Mr. Lincoln, your success is no longer a marvel. It has been a legitimate result of adequate causes. You deserve it all, and a great deal more. If you will permit me I would like to use this fact publicly. It will be most valuable in inciting our young men to that patient, classical and mathematical culture which most minds absolutely require. No man can talk well unless he is able, first of all, to define to himself what he is talking about. Euclid, well studied, would free the world of half its calamities, by banishing half the nonsense which now deludes and curses it. I have often thought that Euclid would be one of the best books to put on the catalogue of the Tract Society, if they could only get people to read it. It would be a means of grace."

"I think so," said he, laughing: "I vote for Euclid."

It is evident that in some minor particulars, Mr. Gulliver's memory was a little at fault, as for instance, where Lincoln is quoted as saying that he "became a lawyer's clerk in Springfield." That was what Mr. Gulliver under-

stood when Lincoln told him that he began his legal career in the office of an older lawyer. It is interesting also to note another minor error in which he is made to say, that in his effort to learn the meaning of the word "demonstrate," Lincoln "went home to his father's house."

THE HIGHER PROOF

Undoubtedly Lincoln used the expression "went home," and Mr. Gulliver supposed he meant that he went to his own father's house at the beginning of his legal career. As a matter of fact, that was not what Lincoln meant. He went to his own home in Springfield after his one term as a member of the house of representatives in Washington. Then was the time he discovered a higher form of proof than the supplement of a fact by a preponderance of evidence. His biographers, Nicolay and Hay, give us the correct background for the Gulliver interview:

It was at this time, that he gave notable proof of his unusual things, acquired by contact with a great world, had shown him powers of mental discipline. His wider knowledge of men and things, acquired by contact with a great world, had shown him a certain lack in himself of close and sustained reasoning. To remedy this defect, he applied himself, after his return from congress, to such works on logic and mathematics as he fancied to be serviceable. Devoting himself with dogged energy to the task in hand, he soon learned by heart six books of the propositions of Euclid, and he retained through life a thorough knowledge of the principles they contained.*

It is to be remembered that Lincoln was at this time 40 years old. He had been four times elected a member of the legislature and had served a term in congress. We have another and not less remarkable evidence of Lincoln's power of self-discipline, his determination to gain a post-graduate education. In 1859 he was engaged in what was probably his most important law suit as he then believed, and went to Cincinnati to try the well known *Reaper* case, in which he was associated with Edward M. Stanton. The story is well known how Stanton refused to permit Lincoln to plead and of Lincoln's bitter disappointment, but he did not sit down and sulk about it. He determined to improve his education. Mr. Ralph Emerson, who was his client, has told the story:

When the hearing was through, Mr. Lincoln called me to him as we left the courtroom, and wanted to walk and talk. For block after block he walked forward, silent and deeply dejected. At last, turning to me, he exclaimed, "Emerson, I'm going home." A pause, "I am going home to study law."

"Why," I exclaimed, "Mr. Lincoln, you stand at the head of the bar in Illinois. What are you talking about?"

"Yes, yes," he said, "I do occupy a good position there, and I think that I can get along with the way things are going there now. But these college trained men who have devoted their whole lives to study are coming west, don't you see? They study on a single case perhaps for months, as we never do. We are apt to catch up the thing as it goes before a jury and trust to the inspiration of the moment. They have got as far as Ohio now. They will soon be in Illinois."

Another long pause. Then stopping and turning to me, his countenance suddenly assumed that strong look of determination which we who knew him best sometimes saw on his face, and he exclaimed:

"I'm going home to study law! I'm as good as any of them, and when they get out to Illinois, I will be ready for them!"

*Nicolay and Hay, 1:298,299.

He finished and at once became very cheerful, as though he now saw a clear path before him.

Added to all the rest, Abraham Lincoln had a training of sympathy and a discipline of conscience and a strengthening of will which made him quick to discern a duty and able to act with gentleness, discrimination, decision and firmness.

If education be defined as a wide knowledge of the things contained in books, Abraham Lincoln had little of it. He called himself a "mast-fed" lawyer, one who had gotten his scant fattening from what he could root out in the woods instead of what was thrown to him in the pen. Growing up where as he said there was "absolutely nothing to inspire one with ambition to secure an education" he learned what he learned, and he kept on learning. It is well for our children to hear from us what good use Lincoln made of his few books in youth. It will do us good if our children turn around and tell us how he mastered Euclid at forty, and went home to study law at fifty.

If education be a discipline of mind and character which fits a man to do well his appointed work in the world, Abraham Lincoln was a man of liberal education.

A BRAHAM LINCOLN'S birthday reminds every American that we cannot learn too much about this great, simple hearted man. Today the Messenger is favored with an essay on Lincoln, written by a senior in the high school. It is to be read today at the Lincoln exercises at the school. It is so well written that the Messenger is glad to devote the editorial column today to its reproduction.

Lincoln Striving For An Education

By Ruth Huddle, '24, P. U. H. S.

(The following essay won first prize in the contest conducted by the Lincoln Watch Company, of Springfield, Ill. The medal will be handed to Miss Huddle at the Lincoln Day exercises at the high school today.)

Some ploneers had begun to make a meagre living in La Rue county, Kentucky. They had a small log cabin with only one door and no window or floor. Here on a cold winter night, February 12, 1809, a baby boy was born. This tiny piece of humanity was named Abraham Lincoln and was destined to become a great man.

Abraham's father was often away from home and Abraham and his older sister were company for their mother. At dusk she would take them upon her lap and tell them stories and sing them to sleep, then she would tuck them in their bed of leaves covered with buffalo robes. When they grew older she taught them their A. B. C.'s and how to read, write and spell.

There were no schools near the Lincoln farm but a wandering Catholic priest engaged an empty cabin and started a school. Logs were split in two for benches and the pupils included children and adults. The teacher knew nothing outside of spelling and reading. The only book used was a speller. It was quite a contrast by the side of our schools of today with grand buildings, plenty of books, good teachers and any subject a student may wish to study. Even the mountain schools today are much better than perhaps any Lincoln attended.

All of Lincoln's playmates called him "Abe." He and his sister attended the school although in poor circumstances. With tattered speller and lunch of corn-bread, she and Abe tramped through the woods to school.

Later Mr. Lincoln became discouraged with his farm and so he and his family moved from Kentucky to Indiana. The part of Indiana in which the Lincolns settled was covered with forests of deciduous trees. The land was fertile. Thomas Lincoln selected a beautiful site on an elevation for his home. Fancy, living all winter in a shed open on one side. The cabin they built in the spring was very crude but the furniture was even cruder than the house. Abe slept on a bed of leaves in the loft.

In 1815, an epidemic was started and the Sparrows, who had followed their adopted daughter, Abe's mother, to Indiana, died of the dreaded disease. A few days later Lincoln's mother died and was buried in a crude coffin made by her husband. The funeral service was very plain and simple. The passing of Abe's mother was a great grief to him.

The next year was a dreary one for the children in their cold, cheerless cabin. A year later Mr. Lincoln married Sarah Bush Johnston whom he had courted before he married Nancy Hanks. Things were then changed. She had her husband put down a floor and hang windows and doors and it was a strange experience for Sarah and Abe to sleep in warm beds and to eat with knives and forks.

Abe recommenced his school life in Indiana in 1819. He was quick in gaining any sort of knowledge. Mrs. Lincoln found that he was an unusually bright boy and it was through her efforts that he had the chance to go to school. He had to work most of the time to help support the family. It was

found that he was superior to any scholar in school. He was especially good in spelling. Once the teacher gave out the word "defied" but it seemed none of the pupils could spell it. The teacher said he would keep them there until the word was spelled correctly. When it came to a girl's turn to spell she was standing where she could see Lincoln. She spelt "d-e-f" then she hesitated not knowing whether to spell the word with an "i" or "y". Then she looked at Lincoln and he put his finger to his eye with a broad smile on his face. She took the hint, spelt the word correctly and the school was dismissed. Evidently Abe was an ordinary boy when it came to jokes.

At an early date he learned to write compositions. One was entitled: "Fair Treatment of Dumb Animals." The third school he attended was four and a half miles away. The distance was so great that he did not attend long. By that time he knew more than any of his teachers but he continued to study under hardships. He studied wherever he happened to be; at home at nights or in the fields during the day. When he was by himself he often was lost deep in thought, his mind on his lessons. At night he would sit before the fire and write on the shovel with charcoal. In the daytime he would write or cipher on boards, shave off the marks and begin again. His stepmother said he read diligently. He read everything he could lay his hands on. He read and when he came to a passage he liked he would write it down on boards and keep it till he could get paper. Then he would re-write it and keep it and others in a scrap-book. Among some of the books he read were "Aesop's Fables," "Robinson Crusoe," Bunyon's "Pilgrim's Progress," "History of the United States" and Weem's "Life of Washington." All these he read many times.

I wonder, now how many girls or boys would study under difficulties as Lincoln did? As a general rule with all the advantages, the girls and boys today play hooky and do all kinds of things to get out of studying instead of trying to advance. They mark up their books and leave them out in the rain, while Lincoln slaved three days to pay for a book that accidentally got wet in a rain.

As Lincoln grew older he still was striving for an education. He went to the deputy constable's home and read and re-read a copy of the Revised Statutes of Indiana. He walked fifteen miles to Boonesville to be present at the sittings of the court and listened to the trials and to the speeches of the lawyers. Lincoln often said he was going to be a great man and once he said that he was going to be President of the United States. Who knows but that he was striving for that purpose.

The Lincolns decided that they would like to move to Illinois as they had learned of some very rich land. They had a long and tedious journey but finally reach the place where they settled. They moved three times and his father finally died in 1851.

Lincoln left home for good in 1830 as he was of age. He worked around the neighborhood splitting rails. He always sent his stepmother money until his death. As time went on he made some trips down the river for different men. At one time when he saw slaves being sold in New Orleans he was grieved and sad. I think he was determined to help them sometime.

When Lincoln was about twenty or a little older he was given a position as clerk at a store in New Salem, a town which seemed to have a great future but did not last long. Lincoln was not very much interested in selling goods but he was interested in Kirkham's English grammar so much that he neglected the little business which came to the store. But he could repeat the rules of the grammar and knew how to apply them. No one in later days who listened to Lincoln failed to understand him. Also he obtained a text-book on mathematics and made good use of it. He never read a single book that he did not master.

When the Black Hawk Indian war broke out Lincoln lead a company of men against the Indians. They suffered and when their time of service expired Lincoln and another man joined as privates and were better provided than when he was captain. Lincoln's military service had increased his popularity and he was ready to resume his campaign as politician and a candidate for legislative honors. He did not get enough votes to elect him so he and another man bought a store which they soon sold. Lincoln was again without money. So he was post-master awhile, then John Calhoun a surveyor appointed him assistant surveyor. Lincoln accepted. He studied Flint and Gibson on surveying and since Calhoun was a good surveyor and was laying out new

towns, Lincoln with this experience also became as good a surveyor as Calhoun.

It was Lincoln's ambition to become a lawyer as well as a politician. He had read Blackstone and even walked fourteen miles from New Salem to Springfield to get books. Often he would read thirty or forty pages on the way home. Occasionally he pursued his reading of Blackstone or Chitty on top of a woodpile. He bought an old form-book and acquired enough knowledge to enable him to draw up deeds, contracts and mortgages. He studied natural philosophy and sciences. He also read historical books mastering Rollin and Gibbon. He liked novels to a certain extent.

He fell deeply in love with Anne Rutledge but she died and he was greatly grieved. When he was twenty-five he was elected to the legislature. When a candidate for the Legislature Lincoln gave an address at New Salem on "The Value of an Education." He said: "For my part I desire to see the time when education, by its means, morality, sobriety, enterprise and integrity, shall become much more general than at present. I can only say that I view it as the most important subject which we, as a people, can be engaged in." He was elected to the legislature when twenty-five. He was self-educated but he knew much of what current literature of the day, the classics, school text books and newspapers contained. He knew parts of the Bible by heart, could repeat all the poems of Burns and was familiar with Shakespeare. He was perfectly at home in mathematics. He had mastered Blackstone, Kent and the elementary law-books. He also knew something of physics and mechanics. This was all learned by the utmost striving for an education under many difficulties, but he won.

When Lincoln ran on the Republican ticket the second time he received the highest vote of any man on the ticket. When his term expired he turned to study law again. One of his cases was over a slave girl whom one man had sold to another but the man had not paid for her. Lincoln pointed out that slaves could not be legally kept in Illinois and so the court gave the girl her freedom. He continued to make many speeches. During this time he became interested in Mary Todd. On the day arranged for the wedding Lincoln left because he felt he didn't love her enough to marry her, but finally they were brought together again and they were married.

In 1846 Lincoln was elected to congress. He acted ably and then from 1849 to 1854 Mr. Lincoln was again a lawyer. His most famous case was that in which he defended William Armstrong who was convicted of murder but was really innocent. Mr. Lincoln knew the boy's parents and had been helped by them when he was without money and so he was determined to save the boy. This he did almost solely by his eloquent speech. One of the main witnesses against the boy said he saw the boy kill the man by the light of a full moon. Lincoln looked it up in an almanac and found there was no moon at all. He gave this evidence in his speech and so Lincoln won the case but would take nothing but thanks for pay, being glad to help those who had helped him.

In 1860 Lincoln received the required number of votes for the presidential nomination. The presidential campaign that followed was the most remarkable one that had been conducted in the country for many years. There were four national tickets in the field representing many conflicting principles and sectional interests. There were great parades with torches and many exciting mass meetings. Finally February 11, 1861, Mr. Lincoln left Springfield for Washington and took the presidential chair.

"This shows, methinks, God's plan
And measure of a stalwart man,
Limbed like the old heroic breeds,
Who stands self-poised on manhood's solid earth,
Not forced to frame excuses for his birth,
Fed from within with all the strength he needs."

Said Lowell.

When Lincoln took his seat as president the work of the conspirators against the Union was well in advance. By the close of May, 1861, eleven states were in rebellion. The treasury had been robbed of its funds to be used in equipments for a rebel army. Men were enlisting both in the North and

South. By the opening of 1862 the Union army was 450,000 strong. The tension between the two sides was increasing.

In 1862 a bill was passed providing for the abolition of slavery in the District of Columbia. President Lincoln sent in his approval of the bill. On September 22, 1862, after much thought and discussion, Mr. Lincoln issued his famous Emancipation Proclamation declaring that unless the states fighting against the government laid down their arms previous to January, 1863, he would issue an edict giving freedom to the slaves. In 1863 the long expected Emancipation Proclamation was put into effect and the slaves were set free.

When the news came of the victory of the North in two battles and the defeat of the Confederates at Gettysburg the President invited the people to assemble for thanksgiving and praise. At the battlefield of Gettysburg Lincoln delivered his famous Gettysburg Address. In March, 1865, Lincoln was reinaugurated. In April, 1865, Richmond was captured and the war ended.

Even while Lincoln was President he was still striving to gain more knowledge. He was a good critic on Shakespeare. Once he said to Tad, his youngest son, "Run to the library and get Shakespeare." He read a passage that he always liked. "The opening of Richard III, it seems to me, is almost always misapprehended," he said. "You know the actor usually comes in with a flourish, and, like a college sophomore, says:

"Now is the winter of our discontent
Made glorious summer by this sun of York."

"Now, this is all wrong. Richard has been plotting the destruction of his brothers. He is burning with repressed hate and jealousy. The prologue is the utterance of the most intense bitterness and satire." Mr. Lincoln assumed the character and recited it with such force that it became a new creation.

On the afternoon of April 4, 1865, while President Lincoln and Mrs. Lincoln were out driving he said to his wife: "Mary, when these four years are over we will go back to Illinois, and I will again be a country lawyer. God has been very good to us." That night President Lincoln was shot by John Wilkes Booth, who thought he was avenging the south and who said, "Sic semper tyrannis!"

At a little past seven o'clock the next morning Abraham Lincoln died, with a look of inexpressible peace on his face. Thus, the great man who strove for an education, succeeded not only in gaining an education but also in being the "Saviour of Our Country" and loved by all. Isn't it terrible to think that such an insignificant human being as Booth could destroy the life of such a noble man and bring sorrow and heartache to thousands of true American citizens?

Keeping the memory of Lincoln's struggles near, let us, with all our advantages, strive to gain a helpful education that we may help others. In the words of Lowell:

"Standing like a tower,
Our children shall behold his fame,
The kindly-earnest, brave, foreseeing man,
Sagacious, patient, dreading praise, not blame,
New birth of our new soil, the first American."

Booth with Cully message
2-12-24

Lincoln's Self Education Praised By Finley; Home In City Bowen's Topic

The keynote of the homage which the world paid Abraham Lincoln yesterday on the one hundred and sixteenth anniversary of his birth was sounded by Dr. John H. Finley, New York, noted educator and newspaper editor, in his address on "The Education of Abraham Lincoln" at a meeting held in the historic circuit court room of the Sangamon county court house yesterday afternoon when he said that in guiding the republic of the United States of America past its turning point Lincoln "became one of the prime factors of modern experience."

Recounts Lincoln's Early Struggles.

Doctor Finley's address was masterly and scholarly. He said that the attitude of Abraham Lincoln expressed in his self education was the greatest need of American education today. He told of Lincoln's early struggles to secure an education, when as a boy and youth he spent barely twelve months in school, at scattered intervals, but of his untiring and persistent determination to secure an education. He told of his studying six books of Euclid after he had become a member of congress, and whimsically asked what other congressman had any knowledge of the six books of Euclid and their propositions.

Doctor Finley stated that Lincoln, through his application to study and his close touch with the times was a truly well educated man, with a command of the English language which others more formally and expensively educated could not reach, and stated that this came about through Lincoln's effort to know all that he could of the truth, to be eager to tell the truth, and then to learn how to tell it.

In his talk A. L. Bowen, editorial writer of The State Journal, told certain facts about the acquisition by Lincoln of the Lincoln home at Eighth and Jackson streets, and the effect the possession of a home for himself and his family had upon his moral courage and his outlook on life generally.

Logan Hay Presides.

An audience which required every seat in the historic room in which Lincoln made his famous speech in the general assembly about "a house divided against itself," heard the addresses yesterday.

Attorney Logan Hay, president of the Lincoln Centennial association, presided. The meeting was opened with an invocation by Rev. W. R. Cremons, pastor of Westminster Presbyterian church, who also gave the benediction at the meeting's close.

Senator Albert J. Beveridge was a guest at the meeting, and members of the G. A. R. were honored guests.

In his introductory talk Mr. Hay said that the people of Springfield are citizens of no mean city, a city

which has a historic place among the shrines of the world. He told of the coming of Lincoln to Springfield seventy-five years ago, of his residence of twenty-five years in this city before he went to Washington to assume the greatest office which an American can hold, of the patience, wisdom, kindness and good humor which always actuated Lincoln, even back of the melancholia of his face when he was alone.

Paints City As Shrine.

Mr. Hay told of the thoughts and eyes of the world being upon Lincoln at the time of his tragic death, then of the next fifty years during which there was a steady growth of literature about Lincoln, a steady stream of pilgrims to his home and tomb in this city, of the influence of his ideals and principles during the World war, and now of the place which he holds in the reverence of the whole world, and of the shrine which his city has become.

Doctor Finley, former president of Knox college of Galesburg, of which he is a graduate, and of the College of the City of New York, associate editor of The New York Times, former editor of Harper's Weekly, and a writer and speaker of prominence, delivered his address with a touch of humor which was delightful, though

the dignity of his subject was maintained throughout. His address follows:

"But I am to speak on only one phase of that world moving life, the education of Abraham Lincoln.

"A distinguished son of New England, whose father was a distinguished foreign minister; whose grandfather was president of the United States, and whose great grandfather, before him, was also president of the United States, and back of that, vice president under President Washington, wrote a few years ago a large and widely read book, entitled 'The Education of Henry Adams,' telling, in entertaining and significant detail, of his own education. This autobiographical story begins with his first memory of color and taste and ends with the death of his dearest friend, John Hay, the biographer of Abraham Lincoln. By contrast with this, no biographical account of the education of Abraham Lincoln extends over a page or two, while Lincoln's own autobiographical story is told in the following words, no doubt familiar to most of us:

"Before leaving Kentucky, Abraham and his sister were sent for short periods to A. B. C. schools, the first kept by Zechariah Rincy and the second by Caleb Hazel.

Regretted Lack Of Education.

"While here (Spencer county, Ind., to which place his father migrated when Abraham was 7 years old), Abraham went to A. B. C. schools, by little kept successively by Andrew Crawford,

Sweeney and Azel W. Dorsey. He does not remember any other. Abraham now thinks that the aggregate of all his schooling did not amount to a year. He was never in a college or academy as a student, and never inside of a college or academy building till since he had a land license. What he has in the way of an education, he picked up. After he was 23 and had separated from his father, he studied English grammar — imperfectly, of course, but so as to speak and write

as well as he now does. He studied and nearly mastered the six books of Euclid since he was a member of congress. He regrets his want of an education and does what he can to supply the want."

"This is supplemented by an interview which he gave to Dr. John C. Gulliver, who was a predecessor of mine as president of Knox college and who afterward went east, and met Mr. Lincoln at Norwich, Conn.:

"I want very much to know, Mr. Lincoln, how you got this unusual power of putting things. It must have been a matter of education. No man has it by nature alone. What has your education been?"

Sought Meaning Of Sayings.

"Well, as to education, the newspapers are correct—I never went to school more than twelve months in my life. But, as you say, this must be a product of culture in some form. I have been putting the question you asked me to myself, while you have been talking. I can say this, that among my earliest recollections, I can remember how, when a mere child, I used to get irritated when anybody talked to me in a way I could not understand. I don't think I ever got angry at anything else in my life, but that always disturbed my temper, and has ever since. I can remember going to my little bedroom, after hearing the neighbors talk of an evening with my father, and spending no small part of the night walking up and down, and trying to make out the exact meaning of some of their, to me, dark sayings. I could not sleep, though I often tried to, when I got on such a hunt after an idea, until I had caught it; and when I thought I had got it, I was not satisfied until I had repeated it over and over, until I had put it in language plain enough, as I thought, for any boy I knew to comprehend. This was a kind of passion with me, and it has since stuck by me, for I am never easy now, when I am handling a thought, till I have bounded it north, and bounded it south, and bounded it east, and bounded it west. Perhaps that accounts for the characteristic you observe in my speeches, though I put the things together before."

"Read Law," Lincoln States.

"Mr. Lincoln, I thank you for this. It is the most splendid educational fact I ever happened upon. This is genius, with all its impulsive, inspiring, dom-

inating power over the mind of its possessor, developed by education into talent, with its uniformity, its permanence and its disciplined strength; always ready, always available, never capricious—the highest possession of the human intellect. But let me ask, did you not have a law education? How did you prepare for your profession?"

"Oh, yes. I read law, as the phrase is. But your question reminds me of a bit of education I had, which I am bound in honesty to mention. I thought at first that I understood its meaning, but soon became satisfied that I did not. I said to myself, 'What do I do when I demonstrate, more than when I reason and prove? How does demonstration differ from any other proof?' I consulted Webster's dictionary. That told of certain proof, 'proof beyond possibility of doubt;' but I could form no idea of what sort of proof that was. I thought a great many things were proved beyond a possibility of doubt, without recourse to any such extraordinary process of reasoning as I understood 'demonstration' to be. I consulted all the dictionaries and books of reference I could find, but with no better results. You might as well have defined 'blind' to a blind man. At last I said, 'Lincoln, you can never make a lawyer if you do not understand what demonstrate means.' And I went home and stayed there until I could give any propositions in the six books of Euclid at sight. I then found out what 'demonstrate' means, and went back to my law studies."

Sees Reason For Success.

"I could not refrain from saying, in my admiration for such a development of character and genius combined, 'Mr. Lincoln, your success is no longer a marvel. It has been a legitimate result of adequate causes. You deserve it all, and a great deal more. If you will permit me, I should like to use this fact publicly. It will be most valuable in inciting our young men to that patient, classical and mathematical culture which most minds absolutely require. No man can talk well unless he is able, first of all, to define to himself what he is talking about. Euclid, well studied, would free the world of half its calamities, by banishing half the nonsense which now deludes and curses it. I have often thought that Euclid would be one of the best books

when he was asked to state for the Congressional directory what his education was. This one word was 'defective.'

"Defective' his formal schooling was, in its extent and probably in its character, for there were five teachers with a total tuition of a year. But defective his education could not have been. It reminds me of one of those verbs with which I first became acquainted when I was studying Latin grammar without a teacher on an Illinois virgin prairie farm a half century ago—a certain verb memini meminisse (to be mindful of), known as a defective verb, which, though it lacked certain forms or parts, yet could remember everything that mankind had recorded in history or legend. So, though the schooling of Mr. Lincoln was defective, his education was as effective, if not as comprehensive, as the memory of that verb, which appeared at first to be lacking in its principal parts. For Lincoln seems to have gathered into the conjugation of his life all the essential past of man, as well as man's hope, and had kept the infinitive—that mood of the verb to which we go to find its stem—the infinitive. His life was without tense. He did, indeed, belong to the ages.

Describes Lincoln At Ball.

"When Henry Adams, the young

erudite secretary, first saw Lincoln in 1861 at the inaugural ball in Washington, where the sum of all was 'next to nothing for education, because no one could teach,' where no one looked equal to the crisis, with the possible exception of General Scott, and where 'no one else either looked it or was it, or could be it'—he makes this estimate of the new president:

"He (speaking of himself in the third person) saw Mr. Lincoln but once. . . . Of course he looked anxiously for a sign of character. He saw a long, awkward figure; a plain, ploughed face; a mind, absent in part, and in part evidently worried by white kid gloves; features that expressed neither self-satisfaction nor any other familiar Americanism, but rather the same painful sense of becoming educated and of needing education that tormented a private secretary; above all, a lack of apparent force. Any private secretary in the least fit for the business would have thought as Adams did, that no man living needed so much education as the new president, but that all the education he could get would not be enough. Was not this Thomas, the carpenter's son?

"But as the philosopher Adams, looking back at 60 years of age, said: 'Had young Adams been told that his life was to hang on the correctness of

of a tree, with alternate pause, but still of growth. That is the supreme lesson of it to those who are living in the republic which is the 'central fact' in the world today. We have set up a wonderfully effectual machine for elementary education and compelled every child to pass through it on the way to literacy. But if in doing this we do not inspire or foster in the child a zeal for knowledge, a desire to go on and on as did Lincoln in his search for ideas, and in his effort to put them into plain language, bounding his thought north, south, east and west, and finally demonstrating it, we are missing the major portion of education.

"On the title page of the very copy of the school reader the 'Kentucky Preceptor,' which it is known was read by the boy Abraham Lincoln, there was printed the stanza from Thomson's 'Seasons' (misspelled 'Thompson' in the book) in which the phrase teaching 'the young idea how to shoot' first was used. But there are in it two less familiar lines, further defining the 'delightful task' of the teacher:

"To breathe the enlivening spirit and to fix

The generous purpose in the glowing breast."

"It is this object that the true pedagogy seeks, so that 'wherever the flame of God can be lit, it has been lit,' and

so that to him so touched of that flame the history and struggle of mankind becomes as his own adventure. Somewhere in the forest of Kentucky or Indiana that flame of God found the mind of this lad, and he was from that time forth in the way of being educated. The mystery of the mind's desire was upon him like a divine aura. He grew in his self-education to be the incarnation of the soul of a people.

Repeats Education Definition.

"The late prime minister of England, Ramsay MacDonald, who was educated in the same sort of a school as Abraham Lincoln, speaking a few weeks ago at a supper of the old students of a working-men's college in London, tried to define an educated man. He said first negatively that he was not necessarily a learned man nor a university man; and finally came to this definition:

"The educated man is a man with certain subtle spiritual qualities which make him calm in adversity, happy when alone, just in his dealings, rational and sane in the fullest meaning of that word in all the affairs of life."

"And as to where he may be found, he added, he may be back in the country somewhere, singing the old folk songs, or talking about his sheep and his dogs, or quoting Burns. If stories

and jokes were substituted for folk songs, and talk of the Illinois frontier for that of a Scotch shepherd, it would be as true a picture and definition of Abraham Lincoln as if he had sat for it, even to the quoting of Burns, one of Lincoln's favorite poets. Perhaps there is one line in the MacDonald portrait that does not seem quite true of Lincoln, 'happy when alone,' but despite the sadness of his countenance and the gloom of the days through which he passed—a gloom which he lightened by his humor—there must have been a wellspring of happiness in the solitude of his soul.

"We are promoting wholesale literacy, but there are millions of men and women in America who, though they have learned to read and write, are to all intents and purposes still illiterate, because they make no or little use of their literacy, either to discipline and develop their own minds or to give helpful guidance to the minds of others, through the clear definition of their own ideas. A university president of the east says that the number of human beings, even those of some conspicuousness, who continue to grow in knowledge and power after 40 years of age is very small indeed. The hardening of intellectual arteries begins early in life with most people. By the time that they reach the age at which Lincoln was going back to Euclid, they are chronic intellectual invalids; and at the age of 50, when Lincoln, after his disappointing experience in the east in a lawsuit, was saying to Ralph Waldo Emerson that he was going back home to study law, they are dead or are of the half-dead.

Lincoln Education Lesson.

"With all the inestimable contribution

to put on the catalogue of the Tract society, if they could only get people to read it. It would be a means of grace."

"I think so," said he, laughing. 'I vote for Euclid.'

"This sounds a little like the thought of Mr. Lincoln put into the language of a college president. It was probably written down immediately from memory, as was the farewell speech of Lincoln when he left Springfield, by the successor of Doctor Gulliver and his very immediate predecessor as president of Knox college, Dr. Newton Bateman. This beloved man, who was my teacher and college president, was superintendent of public instruction in Illinois at the time when Lincoln was first nominated for the presidency and had a room adjoining that which Mr. Lincoln used during the eight months preceding his departure for Washington. The door between the offices was 'wide open' and there was a frequent passing to and fro, so that Doctor Bateman, as he says, saw him every day for several hours. Mr. Lincoln brought to Doctor Bateman, whom Lincoln called his 'little friend, the big schoolmaster,' his letter of acceptance, saying: 'I think it is all right, but grammar, you know, is not my stronghold; and as several persons will probably read that little thing, I wish you would look it over and see if it needs doctoring anywhere.' Doctor Bateman read it slowly, and handing it back, said that it was strictly correct, with one very slight exception, too trivial to mention. 'Well, what is it?' said Mr. Lincoln. 'I wish to be correct, without any exception, however trivial.' 'Well, then,' said Doctor Bateman, remembering the rule about the avoidance of a 'split infinitive,' 'it would be as well to transpose the 'to' and the 'not' in the sentence, 'and it shall be my care to not violate it.' 'Oh,' replied Mr. Lincoln, after looking at it a moment, 'you think I'd better turn those two little fellows end to end?' And he did.

Relates Address Incident.

"It was this little friend of Lincoln, the big schoolmaster of Illinois, afterward my college president, who was the last to press the hand of Lincoln as he set out for Washington, sixty-four years ago this very anniversary day, and who hurried back to his office, locked his door and wrote out the speech from memory, a report which differed in only two or three words from the stenographer's report, Doctor Bateman contending that his version was correct, for he said, 'the words were engraved on my heart and memory.' It was the hand of this schoolmaster, who had pressed Lincoln's hand, that was laid upon my shoulder when I succeeded him as president of my college. That is the nearest that I have ever come to Lincoln, and my special warrant for accepting the invitation to speak here today.

"I have given the full statement of his 'education' in his own language, but he himself condensed it into one word,

his estimate of the new president, he would have lost.' With all the seeming inability ever to get one that would ing inability ever to get one that would be adequate, here was a man of real education without help of school, academy, college or university, who used his mother tongue with the skill surpassing that of a man of long presidential ancestry even, who made the puzzled student realize that the 'best educated statesman England ever produced' did not know what he was talking about, who in guiding the republic past its turning point became one of the 'prime factors of modern experience.'

"If it was a 'defective education' that gave us such a man, then, as Lincoln said when complaint was made to him about General Grant, we ought to find out what the brand is and give it to others. What was there in the education of Abraham Lincoln to carry into a system for the education of youth in a democracy—and not only youth, but men and women?

Kept Growing Till Death.

"The outstanding fact is that his own education did not stop with the school, nor with learning to read and write, nor even with his professional studies. He went back to Euclid at 40. He kept on growing till the sudden end of his life. It was, to be sure, as the growth

FINDS IN LINCOLN KEY TO EDUCATION

**Dr. John H. Finley Says Secret
Lay in His Ability to Learn
All His Life.**

LINCOLN'S OWN ACCOUNT

**He "Bounded" a Thought and
Memorized Euclid to Find Out
What 'Demonstrate' Meant.**

Special to The New York Times.

SPRINGFIELD, Ill., Feb. 12.—The 116th anniversary of the birth of Abraham Lincoln was celebrated here today in the Hall of Representatives of the old State Capitol where Lincoln delivered his famous "House Divided" speech. An address on "the education of Abraham Lincoln" was delivered by Dr. John H. Finley of New York.

After quoting Lincoln's own brief statement on his education, Dr. Finley told of an interview Dr. John C. Gulliver, President of Knox College, had with Lincoln which Dr. Gulliver had recorded as follows:

"I want very much to know, Mr. Lincoln, how you got this unusual power of putting things. It must have been a matter of education. No man has it by nature alone. What has your education been?"

"Well, as to education, the newspapers are correct—I never went to school more than twelve months in my life. But, as you say, this must be a product of culture in some form. I have been putting the question you asked me to myself, while you have been talking. I can say this, that among my earliest recollections I remember how, when a mere child, I used to get irritated when anybody talked to me in a way I could not understand. I don't think I ever got angry at anything else in my life. But that always disturbed my temper, and has ever since. I can remember going to my little bedroom, after hearing the neighbors talk of an evening with my father, and spending no small part of the night walking up and down and trying to make out the exact meaning of some of their, to me, dark sayings. I could not sleep, though I often tried to, when I got on such a hunt after an idea, until I had caught it, and when I thought I had got it I was not satisfied until I had repeated it over and over, until I had put it in language plain enough as I thought for any boy I knew to comprehend. This was a kind of passion with me, and it has since stuck by me, for I am never easy now, when I

am handling a thought, till I have bounded it north, and bounded it south, and bounded it east, and bounded it west. Perhaps that accounts for the characteristic you observe in my speeches, though I put the things together before."

"Mr. Lincoln, I thank you for this. It is the most splendid educational fact I ever happened upon. This is genius, with all its impulsive, inspiring, dominating power over the mind of its possessor, developed by education into talent, with its uniformity, its permanence, and its disciplined strength, always ready, always available, never capricious—the highest possession of the human intellect. But let me ask, did you not have a law education? How did you prepare for your profession?"

"Oh, yes. I read law, as the phrase is; that is, I became a lawyer's clerk in Springfield, and copied tedious documents, and picked up what I could of law in the intervals of other work. But your question reminds me of a bit of education I had, which I am bound in honesty to mention. I thought, at first, that I understood its meaning, but soon became satisfied that I did not. I said to myself, 'What do I do when I demonstrate, more than when I reason and prove? How does demonstration differ from any other proof?' I consulted Webster's Dictionary. That told of certain proof, 'proof beyond possibility of doubt,' but I could form no idea of what sort of proof that was. I thought a great many things were proved beyond a possibility of doubt, without recourse to any such extraordinary process of reasoning as I understand 'demonstration' to be. I consulted all the dictionaries and books of reference I could find, but with no better results. You might as well have defined 'blue' to a blind man. At last I said, 'Lincoln, you can never make a lawyer if you do not understand what demonstrate means.' And I left my situation in Springfield, went home and stayed there until I could give any propositions in the six books of Euclid at sight. I then found out what 'demonstrate' means, and went back to my law studies."

Dr. Finley also recalled the testimony of Dr. Newton Bateman.

"This beloved man, who was later my teacher and college President," he said "was Superintendent of Public Instruction in Illinois at the time when Lincoln was first nominated for the Presidency, and had a room adjoining that which Mr. Lincoln used during the eight months preceding his departure for Washington. The door between the offices was wide open, and there was a frequent passing to and fro, so that Dr. Bateman, as he says, saw Lincoln every day for several hours. Mr. Lincoln brought to Dr. Bateman, whom Lincoln called his 'little friend the big schoolmaster,' his letter of acceptance of the nomination saying: 'I think it is all right, but grammar, you know, is not my stronghold and as several persons will probably read that little thing, I wish you would look it over and see if it needs doctoring anywhere.' Dr. Bateman read it slowly, and handing it back said that it was strictly correct with one very slight exception almost too trivial to mention. 'Well, what is it?' said Mr. Lincoln. 'I wish it to be correct without any exception, however trivial.' 'Well, then,' said Dr. Bateman, remembering the rule about the avoidance of a split infinitive, 'it would be as well to transpose the 'to' and the 'not' in the sentence 'and it shall be my care to not violate it.''" 'Oh,' replied Mr. Lincoln after looking at it a moment, 'you think I'd better turn those two little fellows end to end?' And he did.

"It was this little friend of Lincoln, the big schoolmaster of Illinois, afterward my college President, who was the last to press the hand of Lincoln as he set out for Washington, sixty-

four years ago this very anniversary day and who hurried back to his office, locked his door and wrote out the speech from memory (a report of which differed in only two or three words from the stenographer's report. Dr. Bateman contending that his version was correct, for the words were 'engraved' on his heart and memory."

Recalling that Lincoln when asked to state for the Congressional Directory what his education was had written the one word, "defective," the speaker continued:

"If it was a 'defective' education that gave us such a man, then, as Lincoln said when complaint was made to him about General Grant, we ought to find out what the brand is and give it to others. What was there in the education of Abraham Lincoln to carry into a system for the education of youth in a democracy—and not only youth, but men and women?"

"The outstanding fact is that his own education did not stop with the school, nor with learning to read and write, nor even with his professional studies. He went back to Euclid at 40. He kept on growing till the sudden end of his life. He went back to Illinois 'to study law,' as he said, 'that is the supreme lesson of his education to those who are living in the Republic which is the 'central fact' in the world today. We have set up a wonderfully effectual machine for elementary education and compelled every child to pass through it on the way to literacy. But if in doing this we do not inspire or foster in the child a zeal for knowledge, a desire to go on and on as did Lincoln in his search for ideas and in his effort to put them into plain language, bounding his thought North, South, East and West, and finally demonstrating it, we are missing the major purpose of education."

Feb 13 1913

LINCOLN AS STUDENT: HIS OWN NARRATIVE

Little-Known Incidents - That
Show His Hard Efforts Are
Recalled by Dr. Finley.

EDUCATION WAS 'DEFECTIVE'

So Described It for Congressional
Directory—Mastered Euclid at 40
as Part of His Study of Law.

Adult education, of which so much is heard today, had a hard pacemaker in Lincoln. Some little-known incidents recalled in a commencement address by Dr. John H. Finley at Gettysburg College last week show how he went about it. The address, in part, appears below.

By JOHN H. FINLEY.

No biographical account of the education of Abraham Lincoln extends over a page or two, while Lincoln's own biographical story is told by himself, though in the third person. After speaking in detail of the ABC schools and their teachers he said:

"Abraham now thinks that the aggregate of all his schooling did not amount to a year. He was never in a college or academy as a student and never inside of a college or academy building till since he had a law license. What he has in the way of an education he picked up. After he was 23 and had separated from his father, he studied English grammar—imperfectly of course but so as to speak and write as well as he now does. He studied and nearly mastered the six books of Euclid since he was a member of Congress. He regrets his want of an education and does what he can to supply the want."

This is supplemented by an interview which he gave to Dr. John C. Gulliver . . . who . . . met Mr. Lincoln one day in Connecticut and asked him, . . . "How did you prepare for your profession?"

"I read law, as the phrase is; that is, I became a lawyer's clerk in Springfield and copied odious documents and picked up what I could of law in the intervals of other work."

Lincoln's System.

"But your question reminds me of a bit of education I had which I am bound in honesty to mention. I thought, at first, that I understood the meaning [of the word demonstrate] but soon became satisfied that I did not. I said to myself, 'What do I do when I demonstrate more than when I reason and prove? How does demonstration differ from any other proof?'"

"I consulted Webster's Dictionary. That told of certain proof ('proof beyond possibility of doubt'); but I could form no idea of what sort of proof that was. I thought a great many things were proved beyond a possibility of doubt, without recourse to any such extraordinary process of reasoning as I understood 'demonstration' to be. I consulted all the dictionaries and books of reference I could find, but with no better results. You might as well have defined 'blue' to a blind man."

"At last I said, 'Lincoln, you can never make a lawyer if you do not understand what "demonstrate" means.' And I left my situation in Springfield, went home to my father's house, and stayed there until I could give any proposition in the six books of Euclid at sight. I then found out what 'demonstrate' means and went back to my law studies."

Dr. Newton Bateman, . . . Superintendent of Public Instruction in Illinois at the time when Lincoln was first nominated for the Presidency, had a room adjoining that which Mr. Lincoln used during the eight months preceding his departure for Washington. The door between the offices was "wide open" and there was a frequent passing to and fro, so that Dr. Bateman, as he says, saw Lincoln every day for several hours. Mr. Lincoln brought to Dr. Bateman (whom Lincoln called his "little friend the big schoolmaster") his letter of acceptance, saying: "I think it is all right, but grammar, you know, is not my stronghold, and as several persons will probably read that little thing, I wish you would look it over and see if it needs doctoring anywhere."

His Regard for Grammar.

Dr. Bateman read it slowly and handing it back said that it was strictly correct with one very slight exception almost too trivial to mention. "Well, what is it?" said Mr. Lincoln, "I wish to be correct without any exception, however trivial." "Well then," said Dr. Bateman, remembering the rule about the avoidance of a "split infinitive," "it would be as well to transpose the 'to' and the 'not' in the sentence, 'and it shall be my care to not violate it.'"

"Oh," replied Mr. Lincoln after looking at it a moment, "you think I'd better turn those two little fellows end to end?" and he did (though I am not sure that he improved the sentence: it was stronger as it was).

Of his Cooper Union speech he wrote to some one who wanted to edit it that if it was intended to improve the grammar and elegance of composition, he was agreed, but he added, "I do not wish the sense changed to a hair's breadth." . . .

I have given the . . . statement of his "education" in his own language, but he himself condensed it into one word, when he was asked to state for the Congressional Directory what his education was. This one word was "defective." . . .

If it was a "defective" education that gave us such a man, then, as Lincoln said when complaint was made to him about General Grant, we ought to find out what the brand is and give it to others. What was there in the education of Abraham Lincoln to carry into a system for the education of youth in a democracy—not only youth but men and women?

The outstanding fact is that his own education did not stop with the school, nor with learning to read and write, nor even with his professional studies. He went back to Euclid at 40. He kept on growing till the sudden end of his life. That is the supreme lesson of it to those who are living in the Republic which is the "central fact" in the world today.

We have set up a wonderfully effective machine for elementary education and compelled every child to pass through it on the way to literacy. But if in doing this we do not inspire or foster in the child a zeal for knowledge, a desire to go on and on as did Lincoln in his search for ideas and in his effort to put them into plain language, bounding his thought north, south, east and west, and finally demonstrating it, we are missing the major purpose of education.

*See Brockwell
Life of Lincoln
p. 44*

The Boy Who Got an Education

By Josephine E. Toal

"YES, I wish I could have a college education," sighs a youth, "but it costs a lot and my dad is not able to give it to me."

That youth wishes for a college education, but he does not want it. Wishing never yet brought Jack so much as a grain of salt. But wanting—badly enough to invent a telescope—brought him the moon.

The rich man's son, or rather the rich man's son's dad, may pay a thousand per year for a college course, or he may pay even a great deal more than this. But many a cap and gown has been won on a flat purse plus hard labor, plus pure grit.

The baby boy who first opened his eyes one winter morning on a one-room log cabin in a lonely Kentucky wilderness faced about as much prospect for getting an education as for having the pot of gold at the end of the rainbow. Yet he walked, unaided, straight into the chair of the President of the United States.

Abraham Lincoln did not merely wish for an education; he wanted it badly enough to surmount any obstacle that interfered. And the obstacles in his case were all but insurmountable. He had no educated ancestry. His people were humble tillers of the soil. Back of him was no ambitious father eager to give him an education. On the contrary, Thomas Lincoln objected to "too much eddication," declaring that "readin', writin', and 'rithmetic was larnin' enough."

Little Abe's childhood and youth were spent amid the most rugged privations that even pioneer life can entail. When he was seven years old, a gleam of gold shot athwart his dull-gray sky. For, then, he had a brief acquaintance with school in a windowless, unfloored log hut. The little pioneer walked four miles a day to this place of privilege where he learned to write his name.

Hardship and toil were all in the day's program to the boy. His baby hands had been accustomed to household chores almost from the cradle. At seven years he was helping his father in the garden or riding the plow horse. And all the time he wanted, above everything else, to learn things in books.

When he was eight years old he handled an ax beside his father, felling trees for the new cabin on Little Pigeon Creek, Indiana, to which place the restless Thomas Lincoln had moved his family. Work now meant something harder than Abraham had known. Yet in that year came a few days of "recreation" when, accompanied by his sister, he went to school again. This time the schoolhouse was nine miles away. The opportunity meant walking eighteen miles a

day through woods frequented by bears and wildcats. The children got little encouragement from their father in this undertaking, for to Thomas Lincoln the game was hardly worth the candle.

When the boy was in his tenth year, his mother died—the only one who had ever given him any encouragement, who had sympathized with his eager thirst for knowledge.

Dreary, lonely months followed. Then,

one day, another gleam brightened the boy's sky, for Mr. Lincoln brought home a new mother. From the day she entered the cabin, this stepmother was Abraham's loyal friend and champion, and he in return loved her devotedly. She, too, sympathized with his desire for an education, but could help him little for he had not a dollar, not even a dime, to go to school on. He had neither textbooks, map, dictionary, nor encyclopedias, and libraries in that day were things of the imagination, and newspapers almost

unknown. Nevertheless, in spite of all, he was determined to get an education. Each day he chopped in the forest, plowed, hoed, harvested, threshed, husked corn, or in some other employment won title to a man's labor. He could look back upon only four months of schooling so far, but now he was getting his education for himself. He borrowed every book he heard of, if it were possible to get it. He read the old family Bible. He pored over "Pilgrim's Progress." When a copy of "Robinson Crusoe" fell into his hands he eagerly devoured it. He figured through the old arithmetic by himself, his pencil a piece of charcoal and his tablet a wooden shovel.

Lincoln did not merely read books, he studied them from cover to cover and thought things over. It mattered little to him what he had for dinner, or whether he had any dinner at all, so long as there was a book to pick up. After a long, hard day's work he would read by the light of the fire, unmindful of the passing night hours. When he got hold of a copy of the revised laws of Indiana, he absorbed its contents as a sponge takes in water. To him there was nothing tiresome about it.

At the age of twenty-two, Lincoln was clerking in a store at New Salem, Illinois. That is, he clerked during the day when there were any customers to wait on, and studied nights. More books were now available. One evening he walked six miles to borrow a grammar, returning to read it by the light of pine shavings in a blacksmith shop. With the help of a schoolmaster friend, he digested that grammar until it was all as plain as A B C. That conquest gave him new

ground and new confidence. He joined the New Salem Debating Society and tried his tongue at speech-making. The verdict of his surprised listeners must have been gratifying to the young student, for they pronounced him "a fine speaker."

Such good use did Abraham Lincoln make of his spare moments in the effort to get an education that at the age of twenty-three he felt justified in running for membership in the Illinois State Legislature. In a campaign speech he declared that he looked upon education of the people as the most important thing the country could consider.

Abe was defeated at the polls that time, but two years later he did take his seat.

In the interval between the two campaigns Lincoln had been studying law. In the bottom of a barrel of rubbish he had found a copy of Blackstone's "Commentaries on the Laws of England." It was to him like finding a diamond in an ash heap. Here was just what he had been longing to get his hands on and now it was his to read, to keep.

At twenty-eight years of age, the boy born into poverty and reared with absolutely no opportunity for education except what he made for himself, hung out his shingle as an "Attorney and Counsellor-at-Law." From that time on he rose steadily to the highest place in the gift of his country. Out of an environment in which neither schools, money, nor influence offered, Abraham Lincoln wrested an education that carried him to the heights of success.

To-day, in this favored land, the college door swings open to more young people than in all the rest of the world combined. Libraries such as Lincoln never saw are found even in country towns. News stands laden with periodicals which Lincoln would have crossed the State to borrow are found everywhere on street corners. The radio flings to the ends of the earth the best in music and literature and current news, all free as sunlight. It is up to the youth himself whether he will get an education or wait for it to be given him.



Courtesy National Republic

Carillon tower of the shrine to be erected in Indiana in memory of Nancy Hanks Lincoln

The Education of Abraham Lincoln

By GEORGE D. WHAM, *Southern Illinois State Normal University*;
Delivered I.S.T.A. Meeting, December 26, 1929

ANYONE who attempts to discuss the education of Lincoln is certain to encounter in his audience some degree of skepticism as to whether Lincoln can properly be considered an educated man, —a disposition perhaps to look upon such a claim for him as a result of the spirit of eulogy whereby we tend to ascribe to our national heroes every virtue human and divine.

Some, for example, might deny to him the status of an educated man on the ground that he was a genius, assuming that geniuses stand in no need of education. Doubtless Lincoln was a genius in some respects, but it does not follow that education thereby became unnecessary to him. No genius is ever born with any knowledge, or skills, or ideals, or cultivated tastes. All these must be acquired, and by the same general process by which the ordinary person acquires them. The genius differs from the ordinary person, not in his immunity from education, but in the possession of a better brain, or a better body, and thus in the ability to acquire resources faster and in larger measure.

Others might dismiss the whole matter of Lincoln's education by classifying him as an instrument in the hands of Providence, as a sort of automaton chosen for the express purpose of saving his nation, and endowed with wisdom from on high. To persons entertaining this view, the question of Lincoln's education would become irrelevant; again he would not need an education. Reverential as Lincoln was, he certainly entertained no such a conception of himself. Never in his life did he give any evidence of a lazy reliance upon Providence. While he often implored divine guidance, he never expected the Lord to look after his mental filling, or to prepare any of his speeches for him. His own view of the necessity for energetic self-help may be gathered from his story of the ignorant young orator who, like the backwoods preacher of a by-gone day, thought that special preparation was superfluous for one of the Lord's anointed. The young man, he said, "stood up, pulled down his vest, buttoned up his coat, shined his eyes, threw back his head, opened his mouth, and left the results to God." Lincoln believed devoutly that the Lord helps those who help themselves.

Again there may be those who would deny the rank of an educated man to Lincoln because he was not college-bred. He attended school, they would tell us, less than twelve months in his entire life, and then only in the rudest backwoods schools in which nothing was attempted beyond the three R's. Of course no informed and thoughtful person will confuse education and college graduation. We are all too familiar with college graduates who possess neither scholarship nor mental power, and, on the other hand, the world has far too long a list of persons of distinguished attainments who owed none of their distinction to the college. It is a fair assumption that in Lincoln's case a college education might have been detrimental. Arthur Brisbane expressed this idea when he said he "shuddered to think what four years of Harvard might have done to Abraham Lincoln." In four years' time, he might have grown so submissive to the thoughts of others that he might never have dared to think a thought of his own; he might have grown so accustomed to looking backward that it might never have occurred to him to look forward.

Lincoln, An Educated Man

To assure ourselves that Lincoln was an educated man, we may apply to him some of the current conceptions of education.

First, we may apply to him the knowledge test. All his life, Lincoln was an indefatigable gatherer of information. In consequence, there is no record of any occasion on which the charge of ignorance could be truthfully lodged against him, and upon the great questions that engrossed the nation, he was easily the best informed man of his time. As an example of his accurate and intensive scholarship, we may contemplate his Cooper Institute Address. In the fall of 1859, largely because of the fame achieved in his debates with Douglas, he was invited to come to New York City for a political lecture. He accepted the invitation, but placed the date of the address late in February of the following year. Meanwhile he gave himself up to a prolonged and painstaking research to determine the attitude of the fathers of the Constitution toward slavery, and toward federal control as to slavery in the territories. On the

evening of February 27th, 1860, Lincoln found himself seated upon a platform at the Cooper Institute with such men as Horace Greeley, and introduced to a large and cultivated audience by so distinguished a man as William Cullen Bryant. Contrary to the expectations of his audience, he indulged in no humor and he told no stories. Instead, what he gave was so simple, so direct, so clearly reasoned, so full of accurately stated fact drawn from our early political history, and altogether so convincing, that his hearers were roused to the highest point of admiration, and by the close of the address they were certain they had listened to a man with a well-trained and scholarly mind. Immediately the speech was seized upon as a powerful document for the forthcoming campaign; but before publishing it, the Committee wanted to be able to defend it as to the soundness of its historical foundations. They asked Lincoln for a memorandum of his authorities. He replied that he had kept none. Thereupon a special committee undertook the verification of his speech in every detail. After days of patient labor, they were ready to pronounce it flawless both in statement of fact and in reasoned conclusion, and they recorded their own conviction that to be able to compose such an address, Lincoln must have consulted literally hundreds of books, reports, journals, legislative enactments, and political discussions. We can be sure that Lincoln possessed much knowledge, and in some fields, the kind of knowledge that stands the test of critical scholarship.

We may apply to him also the test of thought power. Mere possession of knowledge is but the beginning of education. A person must have the capacity to use his knowledge; He must be capable of sustained thought; he must be able to manipulate his knowledge into valid conclusions; with it he must be able to meet new situations. Lincoln had this power. His mind was a logic mill. A critic of our own time speaking of the addresses of a recent oratorical celebrity, said you could drive a prairie schooner through any one of his speeches anywhere you pleased, so loose and fallacious were they. No person ever made such a criticism of Lincoln's utterances. His sense of logic was relentless. Anything he

ILLINOIS TEACHER



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Educational Meetings

National Society of College Teachers of
Education, Atlantic City, February 24-26.
Headquarters, Hotel Chafonte-Haddon
Hall. S. A. Curtis, University of Michi-
gan, secretary-treasurer.

Sixtieth annual convention, Department
of Superintendents of the National Edu-
cation Association, Atlantic City, N. J.,
February 22-27, 1930. Fourteen other de-
partments and allied groups will hold ses-
sions in Atlantic City at the same time.
Illinois headquarters, Hotel Ritz-Carlton.
Illinois breakfast, Wednesday 7:30.

Third National Conference Supervisors
and Teachers of Home Economics, Feb.
24, 25, 1930, Atlantic City, N. J. Head-
quarters at the Chelsea Hotel.

Southern Division, I. S. T. A., Carbon-
dale, March 13, 14. Speakers engaged:
Dr. C. H. Judd, University of Chicago;
Prof. Shailer Mathews, University of Chi-
cago; Mr. Wm. John Cooper, U. S. Com-
missioner of Education. Prof. David Mc-
Intosh, S. I. S. N. U. will direct the music.

This is the fiftieth annual meeting of
the Southern Division, and President
Shryock, the only person who attended
the first meeting held in Centralia, will

deliver an address in honor of the anni-
versary.

South Central Division, I. S. T. A., the
Arsenal, Springfield, March 20, 21. Speak-
ers engaged for general sessions: Ser-
geant York of World War fame; Superin-
tendent John Beveridge, Omaha; Miss
Mabel Carney, Teachers College, Colum-
bia. The section meetings will be ad-
dressed by Miss Carney: Dr. J. A. Mel-
rose, James Milliken University; Dr. R. L.
Lyman, University of Chicago; Supt. Be-
veridge; Mr. Louis Kulcinski, State De-
partment of Education; Dr. Thomas Hop-
kins, Columbia University.

Band, orchestra, and glee club music
will be furnished by the Springfield
schools.

Central Division, I. S. T. A., Peoria,
Friday and Saturday, March 21, 22. Dr.
E. K. Fretwell, Columbia University en-

gaged as one speaker. One-half session
will be given over to section meetings in
14 groups.

At the close of this meeting the Central
Division will divide into two divisions of
four counties each.

Southwestern Division, I. S. T. A., East
St. Louis, April 3, 4, 1930.

The speakers are: Supt. Francis G.
Blair, Department of Public Instruction,
Springfield; Dr. Wm. John Cooper, U. S.
Commissioner of Education, Washington,
D. C.; Dr. George D. Strayer, Columbia
University; Dr. W. D. Henderson, Univer-
sity of Michigan; Miss Lena Madesin
Phillips, attorney, New York City.

Lake Shore Division, I. S. T. A., J. Ster-
ling Morton High School, Cicero, Mon-
day, April 28.

North Central Association of Colleges
and Secondary Schools, Hotel Stevens,
Chicago. Open sessions of the three Com-
missions of the Association, Wednesday,
March 19; general Association meeting,
March 20, 21. W. P. Morgan, president,
W. I. S. T. C., Macomb; J. B. Edmonson,
secretary, University of Michigan, Ann
Arbor, Michigan.

(See also page 207)

President Felmley Passes

News of the death of President
Felmley on January 25 was received
as the magazine was going to press.
More extended notice will appear
later, as will also mention of Prin-
cipal W. C. Baer of Danville, who
died January 10.

LINCOLN NOT UNEDUCATED

Leslie M. Shaw Points Out Some Details of Former President's Unusual Erudition.

"Abraham Lincoln was far more learned in booklore, and far better educated, than the great majority of university graduates," Leslie M. Shaw told the chamber of commerce luncheon crowd Thursday, "and the popular impression that he was uneducated because his school days didn't total six months, is wrong.

"To a clergyman who once remarked on the striking lucidity of his talk, Lincoln explained that he used to listen to the neighbors in his home, and marvel at their involved speech, trying to figure out what they probably meant. Midway of his law studies he was struck with the significance of the term 'demonstrate' and dropped everything to study geometry until he knew every proposition of Euclid at sight. He knew the Bible well, its great truths and its great language, and he read omnivorously. Such a man as that could not be uneducated."

Mr. Shaw said that in speaking of Lincoln he was not, like Mark Twain, embarrassed by lack of something to say, but by the problem of what to say, from such a great audience. President Bushnell of the chamber, who introduced him, announced the evening Lincoln program at St. Paul's church at 8 o'clock.

Farragut post drum corps serenaded the honor guest before and after luncheon.

say, both now being dead, that Abe was the best boy I ever saw or expect to see."

Abraham Lincoln: A History, John G. Nicolay and John Hay, Vol. I, page 35.

How, What and When He Read

With all his hard living and hard work, Lincoln was getting, in this period, a desultory kind of education. Not that he received much schooling. He went to school "by littles," he says; "in all it did not amount to more than a year." And, if we accept his own description of the teachers, it was, perhaps, just as well that it was only "by littles." No qualification was required of a teacher beyond "readin', writin', and ciphering to the rule of three." If a straggler supposed to know Latin happened to sojourn in the neighborhood, he was looked upon as a "wizard." But more or less of a schoolroom is a matter of small importance if a boy has learned to read and to think of what he reads. And that, this boy had learned. His stock of books was small, but he knew them thoroughly, and they were good books to know: the Bible, "Æsop's Fables," "Robinson Crusoe," Bunyan's "Pilgrim's Progress," a "History of the United States," Wcems's "Life of Washington," and the "Statutes of Indiana."

Besides these books he borrowed many others. He once told a friend that he "read through every book he had ever heard of in that country, for a circuit of fifty miles." From everything he read he made long extracts, with his turkey-buzzard pen and briar-root ink. When he had no paper he would write on a board, and thus preserve his selections until he secured a copybook. The wooden fire-shovel was his usual slate, and on its back he ciphered with a charred stick, shaving it off when it became too grimy for use. The logs and boards in his vicinity he covered with his figures and quotations. By night he read and worked as long as there was light, and he kept a book in a crack of the logs in his loft, to have it at hand at peep of day. When acting as ferryman on the Ohio, in his nineteenth year, anxious, no doubt, to get through the books of the house where he boarded, before he left the place, he read every night until midnight.

Every lull in his daily labor he used for reading, rarely going to his work without a book. When ploughing or cultivating the rough

fields of Spencer County, he found frequently a half hour for reading, for at the end of every long row the horse was allowed to rest, and Lincoln had his book out and was perched on stump or fence, almost as soon as the plough had come to a standstill. One of the few people still left in Gentryville, who remembers Lincoln, Captain John Lamar, tells to this day of riding to mill with his father, and seeing, as they drove along, a boy sitting on the top rail of an old-fashioned stake-and-rider or worm fence, reading so intently that he did not notice their approach. His father turning to him, said: "John, look at that boy yonder, and mark my words, he will make a smart man out of himself. I may not see it, but you'll see if my words don't come true." "That boy was Abraham Lincoln," adds Mr. Lamar impressively.

The Life of Abraham Lincoln, Ida M. Tarbell, Vol. I, page 29.

Lincoln Tells of His First Love Story

"Did you ever write out a story in your mind? I did when I was a little codger. One day a wagon with a lady and two girls and a man broke down near us, and while they were fixing up, they cooked in our kitchen. The woman had books and read us stories, and they were the first of the kind I ever had heard. I took a great fancy to one of the girls; and when they were gone I thought of her a great deal, and one day when I was sitting out in the sun by the house I wrote out a story in my mind. I thought I took my father's horse and followed the wagon, and finally I found it, and they were surprised to see me. I talked with the girl and persuaded her to elope with me; and that night I put her on my horse, and we started off across the prairie. After several hours we came to a camp; and when we rode up we found it was the one we left a few hours before, and we went in. The next night we tried again, and the same thing happened—the horse came back to the same place; and then we concluded that we ought not to elope. I stayed until I had persuaded her father to give her to me. I always meant to write that story out and publish it, and I began once; but I concluded it was not much of a story. But I think that was the beginning of love with me."

From an old Scrap-book.

Time, what an empty vapor 'tis,
And days how swift they are :
Swift as an Indian arrow—
Fly on like a shooting star.
The present moment just is here,
Then slides away in haste,
That we can never say they're ours,
But only say they're past.

His penmanship, after some practice, became so regular in form that it excited the admiration of other and younger boys. One of the latter, Joseph C. Richardson, said that "Abe Lincoln was the best penman in the neighborhood." At Richardson's request he made some copies for practice. During my visit to Indiana I met Richardson, who showed these two lines, which Abe had prepared for him:

Good boys who to their books apply
Will all be great men by and by.

Herndon's Lincoln, William H. Herndon and Jesse W. Weik, Vol. I, page 37.

Writes and "Preaches" Against Cruelty to Animals

While in Crawford's school, the lad made his first essay in writing compositions. The exercise was not required by the teacher, but "he took it up on his own account," as Nat Grigsby has said. He first wrote short sentences against "cruelty to animals," and at last came forward with a regular composition on the subject. He was very much annoyed and pained by the conduct of the boys, who were in the habit of catching terrapins and putting coals of fire on their backs. "He would chide us," says Nat, "tell us it was wrong, and would write against it." . . .

One day his stepbrother, John Johnston, "caught a terrapin, and brought it to the place where Abe was 'preaching,' threw it against the tree, and crushed the shell. It suffered much, quivered all over. Abe then preached against cruelty to animals, contending that an ant's life was as sweet to it as ours to us."

Nat Grigsby and Matilda Johnston, as quoted by F. F. Browne, *The Every-Day Life of Abraham Lincoln*, pages 65 and 72.

"Abe Was a 'Mother's Boy' "

As far as food and clothing were concerned, the boy had plenty—"such as it was—corn dodgers, bacon, and game, some fish and

wild fruits. . . . We had very little wheat flour. The nearest mill was eighteen miles. A boss mill it was, with a plug [old horse] pullin' a beam around; and Abe used to say his dog could stand and eat the flour as fast as it was made, and then be ready for supper. For clothing he had jeans. He was grown before he wore all-wool pants. It was a new country, and he was a raw boy, rather a bright and likely lad; but the big world seemed far ahead of him. We were all slow-goin' folks. But he had the stuff of greatness in him. He got his rare sense and sterling principles from both parents. . . . But Abe's kindness, humor, love of humanity, hatred of slavery, all came from his mother. I am free to say Abe was a 'mother's boy.' "

Dennis Hanks, as quoted by F. F. Browne, *The Every-Day Life of Abraham Lincoln*, page 54.

"The Best Boy I Ever Saw"

His voracity for anything printed was insatiable. He would sit in the twilight and read a dictionary as long as he could see. He used to go to David Turnham's, the town constable, and devour the "Revised Statutes of Indiana," as boys in our day do the "Three Guardsmen." Of the books he did not own he took voluminous notes, filling his copy-book with choice extracts, and poring over them until they were fixed in his memory. . . . He wrought his appointed tasks ungrudgingly, though without enthusiasm, but when his employer's day was over, his own began.

John Hanks says: "When Abe and I returned to the house from work he would go to the cupboard, snatch a piece of corn-bread, take down a book, sit down, cock his legs up as high as his head, and read." The picture may be lacking in grace, but its truthfulness is beyond question. The habit remained with him always. Some of his greatest work in later years was done in this grotesque Western fashion,—“sitting on his shoulder-blades.” . . .

Mrs. Lincoln, not long before her death, gave striking testimony of his winning and loyal character. She said to Mr. Herndon: "I can say, what scarcely one mother in a thousand can say, Abe never gave me a cross word or look, and never refused in fact or appearance to do anything I asked him. His mind and mine—what little I had—seemed to run together. . . . I had a son John, who was raised with Abe. Both were good boys, but I must

over his terrible brow. He made the helpless culprits shake with fear. He declared he would keep the whole class in all day and all night, if "*defied*" was not spelled. There was among them a Miss Roby, a girl fifteen years of age, whom we must suppose to have been pretty, for Abe was evidently half in love with her. "I saw Lincoln at the window," says she. "He had his finger in his eye, and a smile on his face; I instantly took the hint, that I must change the letter *y* into an *i*. Hence I spelled the word,—the class let out. I felt grateful to Lincoln for this simple thing."

The Life of Abraham Lincoln, Ward H. Lamon, page 33.

"I Hung on It and It Broke"

In 1823 Abraham Lincoln went briefly to Crawford's school, a log house, pleasing the teacher by his attention to the simple course. The boy had read but a small library, principally "*Weems' Life of Washington*," which had impressed him deeply. This is shown by Andrew Crawford, the Spencer County pedagogue. The latter saw that a buck's head, nailed on the schoolhouse, was broken in one horn, and asked the scholars who among them broke it.

"I did it," answered young Lincoln promptly. "I did not mean to do it, but I hung on it"—he was very tall and reached it too easily—"and it broke!" Though lean, he weighed fairly. "I wouldn't have done it if I had thought it would break."

Other boys of that class would have tried to conceal what they did and would not have owned up until obliged to do so.

The Lincoln Story Book, Henry L. Williams, page 9.

Some Schoolboy Rhymes

While at school it is doubtful if he was able to own an arithmetic. His stepmother was unable to remember his ever having owned one. She gave me, however, a few leaves from a book made and bound by Abe, in which he had entered, in a large, bold hand, the tables of weights and measures, and the "sums" to be worked out in illustration of each table. Where the arithmetic was obtained I could not learn. On one of the pages which the old lady gave me,



A leaf from Abe's exercise book showing the "four lines of schoolboy doggerel."

and just underneath the table which tells how many pints there are in a bushel, the facetious young student had scrawled these four lines of schoolboy doggerel:

Abraham Lincoln,
His hand and pen,
He will be good,
But God knows when.

On another page were found, in his own hand, a few lines which it is also said he composed. Nothing indicates that they were borrowed, and I have always, there-

fore, believed that they were original with him. Although a little irregular in metre, the sentiment would, I think, do credit to an older head:

more culture than most of the settlers, and was able to teach reading, writing, and arithmetic as far as the "rule of three." His abilities becoming known, he was urged to open a school. . . .

"Another chance for you to go to school."

"Where?"

"That man Crawford, that moved in a while ago, will begin school next week, . . . and two miles will be just far enough for you to walk to keep your legs limber." . . .

Thus was the way opened for Abraham to attend school again.

The Pioneer Boy, William M. Thayer, page 154.

"Manners" and Spelling

Abraham began his irregular attendance at the nearest school very soon after he fell under the care of the second Mrs. Lincoln. It was probably in the winter of 1819-20, she having come out in December, 1819. It has been seen that she was as much impressed by his mental precocity as by the good qualities of his heart. . . .

The next teacher was Andrew Crawford. Mrs. Gentry says he began as pedagogue in the neighborhood in the winter of 1822-3, whilst most of his other scholars are unable to fix the exact date. He "kept" in the same little



Sarah Bush Lincoln, Abraham's stepmother.

schoolhouse which had been the scene of Dorsey's labors, and the windows were still adorned with the greased leaves of old copybooks that had come down from Dorsey's time. Abe was now in his fifteenth year, and began to exhibit symptoms of gallantry toward the weaker sex, as we shall presently discover. He was growing at a tremendous rate, and two years later attained his full height of six feet four inches. He was long, wiry and strong; while his big feet and hands, and the length of his legs and arms, were out of all proportion to his small trunk and head. His com-

plexion was very swarthy, and Mrs. Gentry says that his skin was shriveled and yellow even then. He wore low shoes, buckskin breeches, linsey-woolsey shirt, and a cap made of the skin of an opossum or a coon. The breeches clung close to his thighs and legs, but failed by a large space to meet the top of his shoes. Twelve inches remained uncovered, and exposed that much of "shin-bone, sharp, blue and narrow." "He would always come to school thus, good-humoredly and laughing," says his old friend, Nat Grigsby. "He was always in good health, never was sick, had an excellent constitution."

Crawford taught "manners." This was a feature of backwoods education to which Dorsey had not aspired, and Crawford had doubtless introduced it as a refinement which would put to shame the humbler efforts of his predecessor. One of the scholars was required to retire, and re-enter as a polite gentleman is supposed to enter a drawing-room. He was received at the door by another scholar, and conducted from bench to bench, until he had been introduced to all the "young ladies and gentlemen" in the room. Abe went through the ordeal countless times. If he took a serious view of the business, it must have put him to exquisite torture; for he was conscious that he was not a perfect type of manly beauty, with his long legs and blue shins, his small head, his great ears, and shriveled skin. If, however, it struck him as at all funny, it must have filled him with unspeakable mirth, and given rise to many antics, tricks and sly jokes, as he was gravely led about, shame-faced and gawky, under the very eye of the precise Crawford, to be introduced to the boys and girls of his most ancient acquaintance.

But, though Crawford inculcated manners, he by no means neglected spelling. Abe was a good speller, and liked to use his knowledge, not only to secure honors for himself, but to help his less fortunate schoolmates out of their troubles, and he was exceedingly ingenious in the selection of expedients for conveying prohibited hints. One day Crawford gave out the difficult word *defied*. A large class was on the floor, but they all provokingly failed to spell it. D-e-f-i-d-e, said one; d-e-f-y-d-e, said another; d-e-f-y-d, d-e-f-y-e-d, cried another and another. But it was all wrong; it was shameful, that, among all these big boys and girls, nobody could spell "defied;" and Crawford's wrath gathered in clouds

coon or squirrel, buckskin breeches, a hunting shirt of deerskin, or a linsey-woolsey shirt, and very coarse cowhide shoes. His food was the "corn dodger" and the game of the forests and prairies. The tools he most constantly used were the ax, the maul, the hoe and the plough. His life was one of constant and hard manual labor. ✓

The Life of Abraham Lincoln, Isaac N. Arnold, page 22.

Turkey-Buzzard Pens, Briar-Root Ink, and Webster's Speller

As to the material with which the boy learned to write, "Uncle" Dennis says: "Sometimes he would write with a piece of charcoal, or the p'int of a burnt stick, on the fence or floor. We got a little paper at the country town, and I made ink out of blackberry briar-root and a little copperas in it. It was black, but the copperas would eat the paper after a while. I made his first pen out of a turkey-buzzard feather. We had no geese them days. After he learned to write he was scratchin' his name everywhere; sometimes he would write it on the white sand down by the crick bank, and leave it till the waves would blot it out.

"His first reading book was Webster's Speller. Then he got hold of a book—I can't rikkilect the name. It told a yarn about a feller, a nigger or suthin', that sailed a flatboat up to a rock, and the rock was magnetized and drewed the nails out of his boat, an' he got a duckin', or drowned, or suthin', I forget now." (It was the "Arabian Nights.") "Abe would lay on the floor with a chair under his head, and laugh over them stories by the hour. I told him they was likely lies from end to end; but he learned to read right well in them."

The Every-Day Life of Abraham Lincoln, F. F. Browne, page 52.

At Hazel Dorsey's School

Hazel Dorsey was Abe's first teacher in Indiana. He held forth a mile and a half from the Lincoln farm. The school-house was built of round logs, and was just high enough for a man to stand erect under the loft. The floor was of split logs, or what were called puncheons. The chimney was made of poles and clay; and the windows were made by cutting out parts of two logs, placing pieces of split boards a proper distance apart, and over the aperture thus formed pasting pieces of greased paper to admit light. At school Abe evinced ability enough to gain him a prominent place in

the respect of the teacher and the affections of his fellow-scholars. Elements of leadership in him seem to have manifested themselves already. Nathaniel Grigsby—whose brother, Aaron, afterwards married Abe's sister Sarah—attended the same school. He certifies to Abe's proficiency and worth in glowing terms.

“He was always at school early,” writes Grigsby, “and attended to his studies. He was always at the head of his class, and passed us rapidly in his studies. He lost no time at home, and when he was not at work was at his books. He kept up his studies ✓ on Sunday, and carried his books with him to work, so that he might read when he rested from labor.” Now and then, the family exchequer running low, it would be found necessary for the young rail-splitter to stop school, and either work with his father on the farm, or render like service for the neighbors. These periods of work occurred so often and continued so long, that all his school days added together would not make a year.

Herndon's Lincoln, William H. Herndon and Jesse W. Weik, page 31.

“No Common Boy”

Nearly a year more passed. The sermon by Parson Elkins ceased to be a theme of conversation among the settlers. Abraham had continued to assist his father, and devote his leisure moments to reading and writing. Time that other boys would spend in play he employed in poring over books. If he had no new ones to peruse he read old ones.

The long period of loneliness that had elapsed since his mother's death served to make him doubly value the presence of one who would fill her place well. He did not receive her as a stranger. He did not cherish the least suspicion that she would prove otherwise than a loving parent. He gave her his confidence at once, and she bestowed on him such care and tender regard as only a thoughtful, pious and faithful mother would. A mutual good understanding and affection sprang up between them, and it was never interrupted.

His new mother saw at once that he was no common boy. She was struck with his intelligence, knowledge and uprightness. She had never seen his like.

About this time, among the families that came into that region to settle, was that of Mr. Andrew Crawford. He was a man of

"I never went to school more than six months in my life," he said, "but I can say this: that among my earliest recollections I remember how, when a mere child, I used to get irritated when anybody talked to me in a way I could not understand. I do not think I ever got angry at anything else in my life; but that always disturbed my temper; and has ever since. I can remember going to my little bedroom, after hearing the neighbors talk of an evening with my father, and spending no small part of the night walking up and down and trying to make out what was the exact meaning of some of their, to me, dark sayings.

"I could not sleep, although I tried to, when I got on such a hunt for an idea until I had caught it; and when I thought I had got it, I was not satisfied until I had repeated it over and over; until I had put it in language plain enough, as I thought, for any boy I knew to comprehend. This was a kind of passion with me, and it has stuck by me; for I am never easy now, when I am handling a thought, till I have bounded it north, and bounded it south, and bounded it east, and bounded it west."

The Life of Abraham Lincoln, Ida M. Tarbell, Vol. I, page 43.

Knocked Down for Being "Forward"

Thomas Lincoln loved his children, but he had a Spartan way of concealing the fact—especially toward his son. He considered the time wasted that Abe spent in study. It was a sign of "laziness." It was through the stepmother's influence with his father that Abe was permitted to read as much as he did. The boy had such a thirst for knowledge that it is doubtful if his father could have prevented Abe's reading if he had tried harder to stop it.

Though bashful with women, Abraham was free and easy with those of his own sex. Dennis Hanks tells that Abe was always ready with an answer, whether addressed or not. Sometimes he would engage in long discussions with passing strangers. His father had doubtless heard of his wasting his employers' time and hindering the other help by telling stories and making speeches. Thomas Lincoln naturally felt called upon to discourage this "forward" spirit, for Dennis relates that his father once knocked Abe down off the fence which he had mounted to answer the question

of a passer-by. Thomas Lincoln did not live to see his son achieve much more than local renown.

Part of a Clipping from a Scrap-book.

Sports and Amusements

Of course the boys hunted. Not that Abraham ever became a true sportsman; indeed, he seems to have lacked the genuine sporting instinct. In a curious autobiography, written entirely in the third person, which Mr. Lincoln prepared at the request of a friend in 1860, he says of his exploits as a hunter:

"A few days before the completion of his eighth year, in the absence of his father, a flock of wild turkeys approached the new log cabin; and Abraham, with a rifle gun, standing inside, shot through a crack and killed one of them. He has never since pulled the trigger on any larger game."

But there were many other country sports which he enjoyed to the full. He went swimming in the evenings, fished with the other boys in Pigeon Creek, and caught chubs and suckers enough to delight any boy; he wrestled and jumped and ran races at the noon rests. He was present at every country horse-race and fox-chase. The sports he preferred were those that brought men together: the spelling-school, the husking-bee, the "raising;" and of all these he was the life by his wit, his stories, his good nature, his doggerel verses, his practical jokes, and by a rough kind of politeness. . . . Mrs. Crawford, at whose home he worked some time, declared that he always lifted his hat and bowed when he made his appearance.

There was, of course, a rough gallantry among the young people; and Lincoln's old friends in Indiana have left many tales of how he "went to see the girls," of how he brought in the biggest backlog and made the brightest fire; then of how the young people, sitting around it, watching the way the sparks flew, told their fortunes. He helped pare apples, shell corn, and crack nuts. He took the girls to meeting and to spelling-school, though he was not often allowed to take part in the spelling match, for the one who "chose first" always chose "Abe Lincoln," and that was equivalent to winning, as the others knew that "he would stand up the longest."

The Early Life of Abraham Lincoln, Ida M. Tarbell, page 89.

The Education of Lincoln

Production of Classic Like "Gettysburg Address" Is Somewhat Understandable In Light of His Long Experience and Training on the Platform and In Law, Logic, History and Government

IN COUNTRIES governed by monarchs, future rulers are carefully trained. Not so in a democracy tangled in the web of party politics that leaves the choice not infrequently to chance. The candidate best fitted to govern often fails of election, and worse, much of the best timber is lost in the shuffle of party conventions. America has been fortunate in its choice of leadership, so much so that the citizenry has too often supposed that the guiding hand of a benign Providence has made the final decision. Only politicians who have been a part of the swaps and trades that take place in hotel rooms at a political convention can appreciate the considerations that lead to the ultimate choice.

ABRAMHAM LINCOLN, the statesman, was not the result of any sudden or unusual grand spiritual experience. Careful examination, fair comparison, reasonable interpretation and honest measurement will demonstrate that although he ultimately reached great mental and spiritual heights, his progress was fairly certain and steady, if at times irregular.

Like every other human being, he was the result of his environment—the people he touched and who, in turn, touched him; his education—schools, teachers, newspapers, preachers, debaters and politicians; and his experiences—travels, employment, legal battles, politics, successes and all too many failures. The Gettysburg Address, the Bixby Letter and the Second Inaugural Address are baffling if Lincoln's training and experience are ignored. Even in the light of "all that he was and hoped to be" they are no less amazing. But here, at least, they are somewhat understandable. His long experience on the platform and his solid foundation in law, philosophy, logic, history, government and literature suggest avenues of approach to his mind and spirit.

Mr. Lincoln has too long rested in the arms of eulogy. He has been shrouded in mystery and mysticism—the unnatural and the phenomenal. Thus it is often pointed out that he was not the product of a college or university. Sometimes this is said in an attempt to demonstrate that formal or advanced education is unnecessary to success. Often it is repeated to show that somehow Lincoln was of that peculiar and unexplainable species known as genius. Fortunately for the man and the nation, Mr. Lincoln was not this kind of a genius. If we knew all of the facts of his life, we could probably explain somewhat rationally everything that he said and did.

Fifteen men had occupied the high office of President of the United States before 52-year-old Abraham Lincoln took his oath of office. A like number have occupied it since he died, so how did he compare with both his prede-

By BLAINE BROOKS GERSON

cessors and successors in education for the position?

Lincoln was fortunate in his choice of schools and teachers, although both were of short duration and influence. The first seven years of his life were spent in central Kentucky, in the then Hardin County. Trudging along with his elder sister, Sarah, he went to school under Zachariah Riney and Caleb Hazel. If he had any ambitions at this early age, they could not have included succeeding James Madison, then President. The next fourteen years of his education were transplanted to southern Indiana, to which location his family had moved. Here he assisted his father with the work of the farm, chopped wood, clerked in a store and ran a ferry. But he was also privileged to go to schools under three teachers: Andrew Crawford, James Swaney and Azel W. Cranford. His ambitions at this period probably included becoming a boatman, a farmer, or a politician. Certainly he dared not hope to occupy the seat of either James Monroe or John Quincy Adams.

IN 1830 Lincoln's family and clan moved over to eastern Illinois, near Decatur. At that time, 21-year-old Abe Lincoln thought that he could "read, write and cypher to the Rule of Three." But this was pure modesty, for he had read at least fifteen books, had seen some newspapers, had listened to preachers, lawyers, politicians and debaters, and had, in 1829, traveled half way across the nation to New Orleans. In addition, he had done work of

every kind. Probably in Illinois there did not exist a youth near his age whose general equipment for the battle of life was better.

From 1831 to 1837 he lived in the hamlet of New Salem in Sangamon County, Illinois, close to Springfield. Previous to this and in 1831 he had widened and deepened his experience with a second trip to New Orleans. Locating in New Salem was the happiest circumstance that could have occurred to Abraham Lincoln, for here he became a legislator, postmaster and deputy surveyor. In addition, he helped in the fields, ran a mill and cut some more wood. Here he came under the influence of three physicians, a school teacher, a preacher and a wandering, lazy minstrel, each of whom contributed much to the "stature of his greatness." Here he read all of the newspapers that came into his post office, but more, he delved into splendid books and studied law.

AFTER 1837 he lived in Springfield, which two years later became the capital of the state, where his horizon widened and his knowledge deepened. Here he came under the influence of three partners. John Todd Stuart, Stephen Trigg Logan and William H. Herndon, each of whom gave Lincoln much in addition to the law. The intellectual influence of his wife, Mary Todd, can not be minimized, for she had a splendid education. And to the capital, of course, came some of the finest men of the state, many of whom were intimates of the ever-plugging Lincoln. The fact is that for his day, Lincoln undoubtedly had a better education than most men in the West, and probably as good as most men in the nation—anywhere. It is true that his formal education did not consume more than a year, but to this we must add his reading, travels, friends, partners and his wife. In addition to his two trips to New Orleans, from 1834 to 1839, he spent considerable time in Vandalia, the then capital of Illinois, as a legislator. Here the opportunities for books were quite limited, but he could and did match wits and brains with men who were destined to become giants in the state and nation. From 1847 to 1849, as a member of Congress, he lived in Washington, where he saw and heard the best men of his day speak on the floors of Congress. Thereafter he twice toured New England on speaking tours. There was, in fact, hardly a hamlet or county in Illinois that did not see the man sometime between the years 1839 and 1860. And not infrequently he visited Lexington, Kentucky, the home of his wife and her family.

What a wide range was covered by Lincoln's reading. He read and studied the Bible, Shakespeare, Burns, Homer, biography, grammar, history, logic, philosophy, literature, poetry, law, reli-



Statue of Lincoln at Hodgenville, Ky.

gion, morals, mathematics, surveying, military tactics, politics, government, humor, travel and even German. And many of these studies were pursued after he had passed the age of forty and while traveling the law circuits of Illinois. All these are set forth in detail in the delightful and comprehensive books of M. L. Houser—"Abraham Lincoln, Student: His Books," and Rufus Rockwell Wilson—"What Lincoln Read." The list is amazing in both size and quality. It is doubtful if many of the men who preceded him or those who followed had as broad or as solid a foundation of books and experience as Mr. Lincoln.

FOUR terms in the Illinois Legislature and a single term in Congress certainly gave him ample legislative experience for the Presidency. His experience at the bar placed him in the front rank of lawyers in Illinois. As a debater he was second to few and better than most, as his meetings with Stephen Arnold Douglas testify. As important as anything else were his experiences gained as a boatman, storekeeper, surveyor, postmaster and politician, for these brought him in close proximity with the average citizen. He knew all too well the reactions of the back-store stove and the cross-roads meeting. If he had any weakness in his armor it was in the executive. But here, as President, he demonstrated a fitness for these duties that reveals his own estimate of his capabilities to direct, to lead, to govern.

Of the fifteen men who preceded him, ten had been to college—every one save Zachary Taylor had had some legislative experience—eleven had been in the law and four in the military—and all had been past the age of fifty when they assumed office, the exceptions being Monroe and Pierce. Not one was actually brilliant aside from Jefferson. John Quincy Adams probably had the best real training for the office of the crowd. Possibly Van Buren and Jackson approximated Lincoln in practical political wisdom and party sagacity. But none of his predecessors equaled Lincoln in those broad and general qualities which make for successful national leadership. As a rule, brilliant men have made poor Presidents, as witnessed by Jefferson, who left high sounding axioms to his successor in place of men and arms for the second War with England, tools that proved so futile and weak as almost to cost the United States its independence. Jefferson was never able to differentiate between words and acts of independence. Fortunately, almost every one of our Presidents have not been brilliant men. In our own times the out-

standing successful President appears to have been Calvin Coolidge who, as much as any man, resembled the average citizen.

SINCE 1865, formal education has steadily grown in the nation. Yet, two of this line of fifteen men did not attend college—Johnson and Cleveland. All but three were trained in the law, the exceptions being Grant, a general; Harding, an editor; and Hoover, an engineer. Only seven of this company had previous legislative experience, the idea now being to insist that Congress bow to the Administration and pass the required legislation, trusting to the Supreme Court for constitutional questions. This has, within our own times, proven both embarrassing and disastrous. The ages of these men have ranged from forty-three (Theodore Roosevelt) to fifty-six (Wilson). Prior to Lincoln's term, only five Presidents had previously served as Governors of States, but

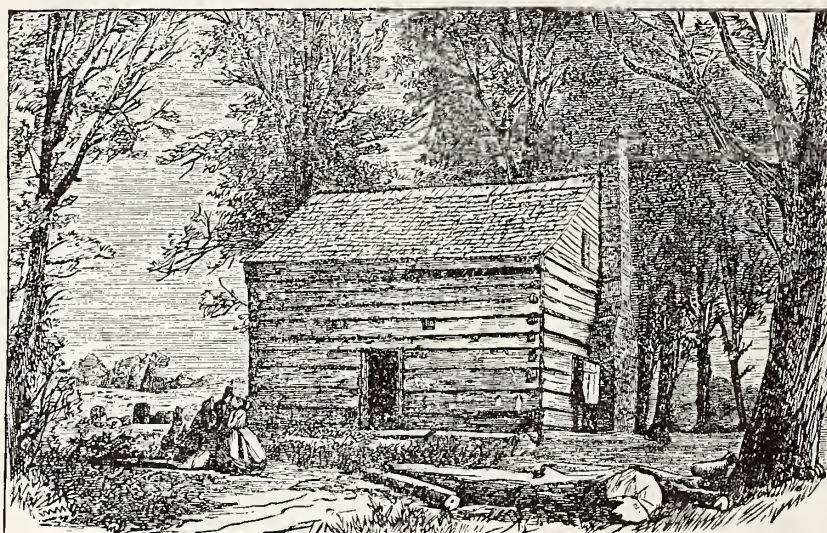
since his day ten had had such training. Leaving out Franklin Delano Roosevelt, whose term of office has not yet expired, the outstanding Presidents since 1865 appear to have been Cleveland, Theodore Roosevelt, Wilson and Coolidge. It is too early to judge Hoover and perhaps too soon for Coolidge, as well. Wilson's claims, and he was in some ways the most brilliant of the lot, sway between eulogy and condemnation, equally violent, depending on the viewpoint of the critic. Probably the first Roosevelt has been praised overmuch because he had such an attractive personality. On the other hand, Cleveland has not yet received his just share of acclaim. The latter approximated Lincoln in one respect, at least, in that he did not permit his lack of formal education to stay his bent for books and studies.

It will be seen, by suggestion at least, that Mr. Lincoln was as well trained for office as those who went before or followed after him. While living at New Salem, he might have attended Jacksonville Academy and Illinois College. I am not sure that this would have helped him. It might have given him a greater measure of personal happiness and it might have made him a better lawyer. Of one thing I am fairly certain. It would have made him miss the political opportunities of the legislature, something that started him on his path to the White House. Academies in the 1830's, in the West, could have offered little that Lincoln could not and did not obtain by his own efforts. Such schools were little

better than a grammar school of our day and not as good as modern high schools of our large cities. They might have given him a smattering of Hebrew, Greek or Latin. Not much more could he have learned than he did in his independent pursuits.

IT WOULD be futile to compare Mr. Lincoln with other Presidents. Each has had his own peculiar problems. Undoubtedly, if he were to return today he would be entirely lost in the present maze of governmental experiments and tendencies—not to mention his bewilderment in the Babylon of new Governmental buildings in Washington. Lincoln did, however, possess one thing that no other President before or since his time has had and that was a practical mysticism. It is undoubtedly this quality above all others that drew and continues to draw all men to him. He was a practical mystic because although he often had his head in the clouds and seemed to walk with God Himself—he always had his feet on the ground. And be it remembered that those

(Continued on page 31)



Above: White Pigeon Church, Where Lincoln Attended Church in Early Life. Below: An Old Print Depicting Lincoln at His Mother's Grave

American Bills of Rights

(Continued from page 19)

owner shall receive reasonable compensation when his property is taken for public use. And ever since Revolutionary days, bills of rights have guaranteed to Americans security against the evils of general search warrants.

Of these major principles, one, that of religious liberty, was made in America; the others are, in general outline, as old as the original Magna Carta itself. Clearly, the rights of the individual stand first in the American tradition. But the American pattern has intertwined in it also many safeguards of collective rights and freedom of action. Again and again appear assertions of:

VI. The right of assembly.

VII. The right of petition.

VIII. The freedom of the press.

Continuously repeated also has been the theme of political idealism built upon the belief that:

IX. All power is vested in or derived from the people.

X. Government is instituted for the common benefit, protection and security of the people.

XI. When government proves inadequate to its purposes, the people have the right to alter, reform or abolish it.

XII. Elections must be free and equal.

XIII. The legislative, executive and judicial ought to be separate, and neither ought to exercise the powers of the other.

The American pattern assigns a definite place to the military, and it is significant that it has never in any period neglected to state that:

XIV. The military must always be subordinate to the civil power.

XV. There shall be no quartering of troops in the homes of the people.

XVI. Citizens have the right to bear arms for the defense of themselves and the state.

One somewhat detached thread of the pattern that runs throughout states that:

XVII. The right of migration shall never be denied.

And now come the closing items of our synthetic Magna Carta: those that have been present in bills of rights in each period of our span of three hundred and more years, but have received the least consistent and emphatic enumeration. The list ends on a characteristic note—the same note, indeed, on which it began, that of individual rights. But where the opening and dominant statement of the theme is specific and definitive, the concluding finale is broad, general, all-inclusive. It is as if the very distinct strands of the pattern had been woven into a series of broad generalizations. Doubtless anyone who would have hazarded a guess would have given first place to these generalities which the average person has commonly associated with a bill of rights. It is, indeed, contrary to all expectation to discover that the statements of the natural rights of man have not been the most prominent and persistent ingredient of our bills of rights, but that they have been tending toward the vanishing point, steadily. Nevertheless, there have been present in some bills of rights in each period—even in contemporary prod-

ucts—carefully-worded phrases which declare:

XVIII. That all men are by nature equally free and independent.

XIX. That they are endowed by their Creator with certain inherent rights, of which they cannot deprive their posterity.

XX. That among these natural, inherent and inalienable rights are the enjoying and defending of life and liberty, with the acquiring, possessing and protecting of property. The vague words often associated with these, which declare the right to pursue and obtain happiness, have not been found to occur with sufficient frequency to justify their inclusion in the general pattern.

These, then, are the constants of the American pattern of life. These principles form the foundation of such structure of liberty and democracy as America has thus far reared. Some of them may seem so obvious as not to require re-statement; but are there any which we may safely take for granted? Are there any with which we would willingly part? Instead of omitting, must we not rather find ways to expand the content and guarantee the vitality of each one, especially in these days of industrial and social stress?

The Education of Lincoln

(Continued from page 16)

same feet were encased in extremely large shoes. Even at Gettysburg, where he was to deliver a speech that was later to lift men to great literary and spiritual heights—even on that day he did not lose sight of men whose assistance he needed in carrying forward a war that was testing whether "that nation * * * so conceived" could "long endure." And part of that practical strain may be traced back to his days as a boatman, a postmaster, a surveyor or a politician.

It is vain to compare Lincoln with other Presidents, yet, some comparison is necessary to demonstrate that Lincoln's preparation for the office was normal, average, reasonable and complete. The Kentucky Preceptor, a book of his early youth, had printed on its cover some lines from Thompson's "Seasons," lines over which he must often have mused. They embody the true aim and purpose of education.

"Delightful task, to rear the tender thought,

To teach the young idea how to shoot,
to pour the fresh instruction o'er the mind,

To breathe the enlivening spirit, and to fix

The generous purpose in the glowing breast."

DURING the Presidency, the records of the Library of Congress show that some 166 volumes were drawn out in Lincoln's name. In addition to works on the Constitution, history, the West, and the military, they show a wide range that is indicative of a fine and catholic taste in books. In his paper: "Abraham Lincoln," James Russell Lowell, summing up Lincoln's political and governmental philosophy, said of him: "Doubtless he had an ideal, but it was the ideal of a practical

statesman—to aim at the best, and to take the next best, if he was lucky enough to get even that."

Lincoln's education for the Presidency was practical and solid, as good as the best men of his day had enjoyed, and possibly of any day. Many of the problems of his office must have appeared to him as strange, startling and perplexing. Lucky for him he had a solid foundation, was an apt student, and could lean on advisers who were somewhat his equals. Like few who went before him, or were to come after, Lincoln dared to choose great men for his advisers regardless of their personal or political views. He wanted around him no chorus of generous assent. He needed to get all of the facts before him knowing full well his own courage to make the decision and to carry it into effect.

Abraham Lincoln, he of the mystical shadows, the man whose gift for words and phrases struck off music that rings for all time, was withal a very practical man. The opportunity of demonstration for which men fight all of their lives did not find him wanting when finally he found it within his grasp. Long hours of reading and reflection, multiple and varied experiences, and a pure character found him ready when his hour struck.

Observing Century of Light

(Continued from page 14)

thirty-four years among the Cherokee Indians.

Strenuous efforts have recently been made to locate the old iron hand press first used at Union Mission a century ago, but these efforts have been unrewarded. Seventy-six years have elapsed since the printing office was closed. In a relatively brief period of time the Cherokee country was devastated by Civil War ravages and burnings, and no one now living can recall having seen the old press. Whether it was stored away in some distant and northern state or forgotten in some tumbling old house in the former country of the Cherokees, is not known. Perhaps in time to come the all but priceless relic may be found and saved for the admiration of future generations.

This year the good citizenship of Oklahoma pause in memory of Dr. Samuel Austin Worcester, the devout Christian missionary to the Cherokees, who made the initial introduction of the printing press into that country. The hurrying hoofs of time will but serve to augment the permanence in the history of Oklahoma, the enduring contribution made by the famous missionary. On October 12, 1935, the Oklahoma State Press Association, with appropriate ceremonies, unveiled a bronze memorial upon the site of the old Union Mission, in Mayes County, to commemorate the establishment there of the first printing press in Oklahoma, 100 years ago, by Dr. Worcester.

It is not inappropriate to make mention of the fact that the late Hon. Alice M. Robertson, at one time a member of Congress from her district in Oklahoma, was a granddaughter of the distinguished Christian missionary among the Cherokees, and rendered a most efficient service to her people.

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A LETTER

To the Editor:

Our attention has been called to Mr. Van Natter's interesting and instructive article in your issue for this month, with the title "The Appleseed Evangelist."

Naturally, we have a particular interest in this subject, and we appreciate the care with which your contributor presented it.

However, in order to correct the misunderstanding which doubtless your readers receive from the article's quotation from the Fort Wayne Sentinel, March 22, 1845, may we point out that it is wholly erroneous to state that Swedenborg taught "the more a man endured in this world, the less he would have to suffer and the greater would be his happiness hereafter."

Swedenborg taught "All religion has relation to life, and the life of religion is to do good." He further says "the life of good is not that lived apart from the world, but that lived usefully in the world," and much more to the same effect.

LESLIE MARSHALL,
Hawthorne, N. J.

Observing The New Year

(Continued from page 2)

that the wassail bowl in the old horse and buggy age was a bowl of spiced ale, often called "lamb's wool." It was prepared by the head of the house who called the members of the family about him and drank their health. Then the bowl was passed around and the general health was drunk until the spirits were exhausted. The lusty old English, while passing the ale used an old phrase which had come over to them with the Saxons, "Wass hael." This meant "to your health" and because the phrase always accompanied the bowl, the latter came to be called the wassail bowl.

The explosion of gunpowder and the ringing of chimes to usher in the New Year are other customs which are centuries old. Charles Lamb, the celebrated English essayist, once wrote:

"Of all sounds of all bells, most solemn and touching is the peal which rings out the old year. I never hear it without a gathering up of my mind to a concentration of all the images that have been diffused over the past twelve-month; all I have done or suffered, performed or neglected, in that regretted time, I begin to know its worth as when a person dies. It takes a personal color; nor was it a poetical flight in a contemporary when he exclaimed:

'I saw the skirts of the departing year.'"

There is food for thought in this quotation from the British writer. If we were to regard the fading year as a departing friend and weigh our actions in retrospect in that year, in their true worth, as some of the expended deeds of a lifetime, and if we were to remember that our deeds of the new year we shall view in the same perspective a few months hence, the idea ought to be of a great deal of inspiration and of real benefit to us. It might aid us to keep the New Year resolutions which we are so fond of making.

And by the way, it must not be overlooked that the making of New Year's resolutions is now one of the most popular of American customs for the beginning of the twelvemonth. If any advice is to be given on this subject it is doubtless that we ought to weigh well our prospective resolutions before we make them and resolve to keep them. A broken resolution is worse than no resolution at all. It denounces the maker as a quitter and renders his will power weaker than it was before.

WITH a New Year now before us in America there is much for which we have reason to find courage and resolution. The great nation which was builded for us by our fathers, out of thirteen weak and struggling colonies is still here. We have, it is true, passed through a great depression which has weakened our hopes and our determination. But it is not to be forgotten that we have in this great country the same towering cities, the same prosperous towns, the same fertile farms, the same forests, the same minerals, the same great natural resources which we had when the stock market crashed in 1929.

The same people are here, too. If there is anything missing it is nothing material—it is the faith, the courage, the rugged character of the American people. If we

resolve to go forward, to make this a mightier nation than it has been in the past, to see to it that America fulfills its high destiny, then there is nothing for us to fear. Our ancestors conquered a great many more difficulties than we are called on to overcome. And they did it without modern conveniences, without modern science, without a paternalistic government willing to serve as a hitching post for American character.

When we resolve something for the year 1936, let us resolve that we shall have nothing to do with the political or economic quack who tells us that our American government is outmoded, that our Constitution is rusty and needs a new set of gears. We have the same government and the same Constitution we had a few years ago when we thought that poverty had been abolished and that nothing could stop America. What we need now is not new government but new faith, not new machinery but new courage and determination.

Assaults against our constitutional form of government are being offered on every side, and will be offered in this new year of 1936. Let us resolve to repel these assaults and send the assailants to the political oblivion that they deserve. Let us remember that after all no free government can be any wiser, any greater, any honest, any more efficient than the people of the nation who go to make up that government. The most perfect governmental machine that a Harvard professor could devise would not function without the oil of common sense and efficiency, nor move without the motive power of a reverent, an honest, a fearless and an industrious and independent people. What we need in 1936 then is not more federal cogwheels but more individual character and native good sense. Let us make a resolution here and now that we will do our bit to bring home this realization to the American people and their political servants.

The Matanuski Valley Project

(Continued from page 5)

in which they belong, and where they should have remained. Failure to do this will result in unthinkable privation and distress.

Almost any state in the Union could have absorbed these settlers, to the advantage of both state and people. The expense would have been a small fraction of what it has been in the Alaskan experiment, or must continue to be. There would have been good roads, churches, schools, and the other elements of civilization, without the stupendous task of establishing them in a new and forbidding land. Productive farming land there is in America, in plenty; and conditions are similar to those to which the immigrants were already accustomed, and amid which they would have been satisfied and happy.

The lesson is plain enough. Both as a business and social experiment the latter course would have been far preferable. It is not strange that it took a whole Brain Trust to figure out this amazing project, with its more amazing impossibilities. It would certainly have been too much for the mind of an average citizen.

